REPORT RESUMES

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GUIDE FOR COURSE OF STUDY FOR COOK (HOTEL AND RESTAURANT) (ENTRY).

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DESCRIPTORS- *CURRICULUM GUIDES, *HOME ECONOMICS EDUCATION, *COOKS, FOOD SERVICE, ADULT VOCATIONAL EDUCATION, MDTA PROGRAMS

DESIGNED FOR TEACHER USE, THIS GUIDE FOR TRAINING COOKS IN HOTEL AND RESTAURANT OCCUPATIONS AIMS--(1) TO DEVELOP MANIPULATIVE SKILLS, (2) TO DEVELOP UNDERSTANDING OF THE BASIC PRINCIPLES OF SCIENCE, MATHEMATICS, AND RELATED KNOWLEDGE THAT CONDITION THESE SKILLS, (3) TO UNDERSTAND THE ADVANTAGES OF STEADY EMPLOYMENT, (4) TO DEVELOP HIGH STANDARDS OF CLEANLINESS AND PERSONAL HYGIENE, (5) TO DEVELOP ATTITUDES REQUIRED FOR OBTAINING AND ADVANCING IN A JOB, AND (6) TO DEVELOP SOME UNDERSTANDING OF THE PRACTICAL APPLICATION OF SCIENCE IN FOOD SERVICE AND APPRECIATION OF ARTISTIC PRINCIPLES BASIC TO FOOD PREPARATION. THE GUIDE WAS DEVELOPED BY AN INSTRUCTOR AT THE CHATTANOOGA OCCUPATIONAL TRAINING CENTER, REVIEWED BY A COMMITTEE, AND TESTED IN SEVERAL PROJECTS. IT IS INTENDED FOR USE IN MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) CLASSES, AND STUDENTS SHOULD MEET MDTA CRITERIA. THE TEACHER SHOULD BE SKILLED IN THE TRADE AND HAVE TEACHER TRAINING EXPERIENCE. TIME REQUIRED IS 1,440 HOURS, OF WHICH 360 HOURS ARE DEVOTED TO PRE-VOCATIONAL AND REMEDIAL EDUCATION. SOME UNIT TITLES ARE--(1) NUTRITION, (2) SAFETY, (3) EQUIPMENT, (4) MEAT COOKERY, (5) SALADS, (6) DESSERTS, (7) STANDARDS FOR FOOD PRODUCTS, AND (8) BASIC EDUCATION RELATED TO FOOD PREPARATION. AN APPENDIX, CONTAINING MISCELLANEOUS FOOD AND EQUIPMENT INFORMATION, A GLOSSARY, AND A LIST OF REFERENCES ARE INCLUDED. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR $2.00 FROM VOCATIONAL CURRICULUM LABORATORY, BOX 1114, MURFREESBORO, TENNESSEE 37130. (MS)

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Guide for Course of Study
for
COOK
(Hotel and Restaurant) (Entry)

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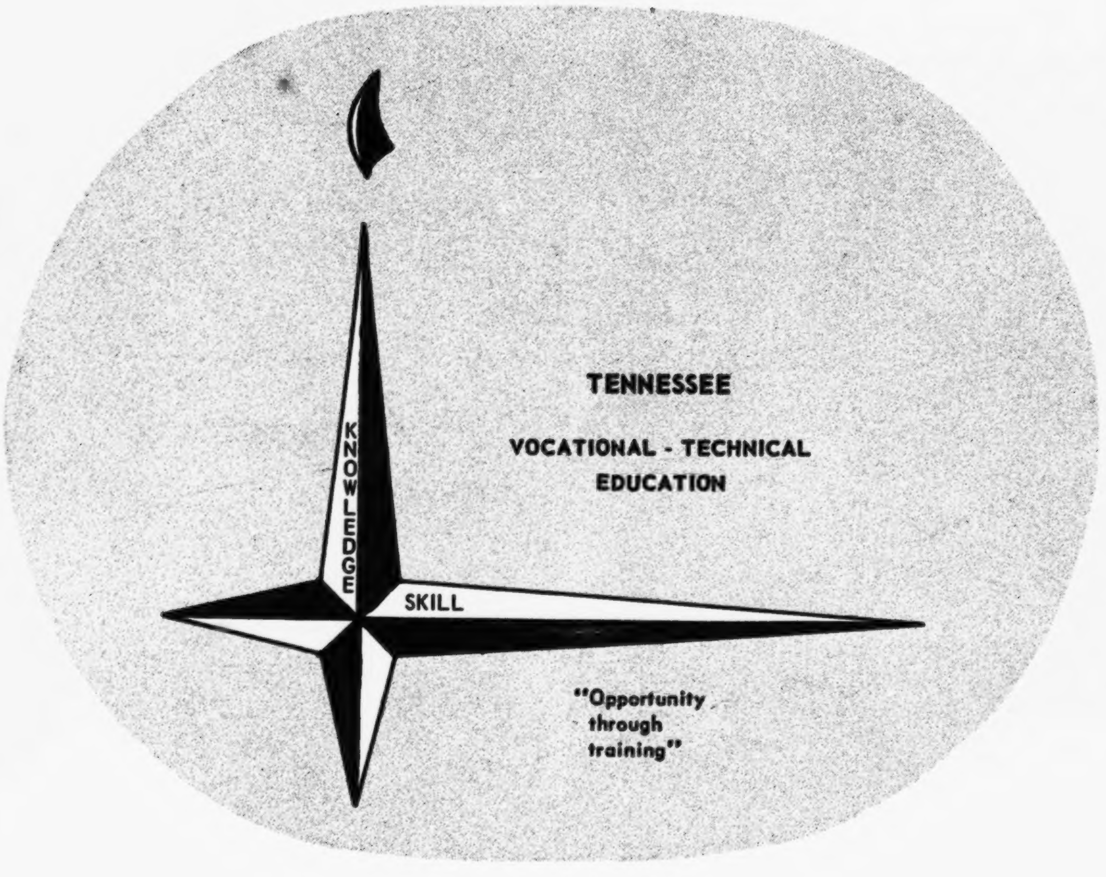
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NASHVILLE 37219
1967

GUIDE FOR COURSE OF STUDY

FOR

COOK (HOTEL AND RESTAURANT) (ENTRY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Developed for Use in Vocational and Technical Training
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PREFACE

Today the considerable demand for workers in the field of commercial food preparation makes this an excellent area for training unemployed and underemployed individuals. For trainees willing to learn the intricacies of basic cookery in both small and quantity food preparation employment opportunities are many and varied.

This course of study guide is planned to introduce trainees to the various areas of food preparation and to provide opportunity for practical experience in each. Particular emphasis is placed on well-organized working practices, high standards of preparation, conscientious observance of good sanitation practices, and the development of attitudes desirable for holding a job when it is acquired.

Often trainees lack readiness for learning and as a result the realization of the need for learning and meaningful attitudes must be developed. In many cases academic background is deficient even to the extent of inability to read, write, and apply the mathematics required for training in quantity cookery. Verbalized learning situations with demonstrations probably prove to be the most effective means of instruction, for written materials such as information and assignment sheets prove of little value to such trainees.

Though the outline is written in a sequence thought desirable it is doubtful that it can be followed completely. This is due to the fact that local training situations usually require rapid progress early in the training period so that the group can provide the noon meal for the total group of trainees as soon as possible. In addition to this reason every instructor follows a different plan of work and approaches instructional problems from a different take-off point. All of this indicates that this outline should be used as needed. In other words it is intended as a usable but flexible guide for instructors of Cook (Hotel and Restaurant) (Entry) projects.

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ACKNOWLEDGMENTS

This outline for training hotel and restaurant cooks on the entry level was written by Mrs. Virlah R. Gunn, instructor at the Chattanooga Occupational Training Center. Written according to the Tennessee MDT format for curriculum guides, this outline resulted from Mrs. Gunn's class training plan and was tested by her in several projects. Several additions were made by Mrs. Frances S. McDonough, Supervisor, Curriculum Development, Manpower Development and Training, who also edited the manuscript and prepared it for printing. Some materials in the guide were contributed by the late Mr. John Frassinelli, Cook instructor, Memphis Area Vocational-Technical School.

The review team consisted of Mr. Henry A. Kennon, Tennessee Director, MDT; Miss Mabel Yates, Head State Supervisor of Home Economics; Mrs. Elizabeth Chapman, Regional Supervisor, Home Economics Education; and Mrs. Anna Lee Underwood, instructor of a Cook project, Multiple-Occupational Youth Project, Knoxville.

Sincere appreciation is expressed to those mentioned for the fine spirit of cooperation exhibited in preparing and reviewing this guide for a course of study for training cooks. It is hoped that it will prove a useful and flexible aid to instructors.

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GENERAL OBJECTIVES

1. To develop sufficient basic manipulative skills to permit trainees entry employment in the Food Service field

2. To develop understanding of the basic principles of the science, mathematics, and related knowledge that condition the manipulative skills

3. To develop understanding of the social and economic advantages which accrue from steady employment

4. To develop an appreciation for high standards of cleanliness and personal hygiene

5. To develop attitudes required for job entry and advancement

6. To develop some understanding of the practical applications of the science which conditions the performance of the skills required of workers in Food Service and some degree of appreciation for the artistic principles basic to food preparation

SPECIFIC OBJECTIVES

To develop

- skills, abilities, and attitudes required for entry in the food and restaurant field
- understanding and appreciation for safety and good work habits
- ability to use, maintain, and care for equipment properly
- ability to use correctly the terms applicable to food preparation
- understanding of the need for the highest standards of sanitation and personal hygiene
- ability to read, interpret, and adjust recipes
- ability to work harmoniously and cooperatively with others and to gain self-understanding
- an appreciation for occupational competency and high standards of workmanship
- ability to work independently following instruction
- ability to follow directions fully
- ability to apply mathematical formulas to their related procedures
- ability to organize work
- willingness to accept work after training
- ability to evaluate work and self

COURSE OUTLINE

SECTION I.

ORIENTATION

Acquiring practical skills in the handling of food and in food preparation requires some basic knowledge and background for this type of training. This section of the outline is planned as an overview of school rules and regulations, of what is expected in the way of trainee behavior, as a means of providing a background knowledge of nutrition, to show the need for good hygiene and sanitation practices, and to develop an understanding of safety as applied to the Cook project.

Total hours - 1440*

In the column "Suggested Hours" no hours have been assigned to the topics listed in the outline. Allocation of time spent on each unit should be made by each instructor according to the needs of the trainees and the demands of the local training facility. The services of the teacher-educators and other supervisors may be requested for assistance in this regard.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Introductory Material
		Objectives:
		To develop a better understanding of the training program
		To develop an understanding of policies and regulations of the training center
		To develop an understanding of established safety practices
	L,D	I. Course requirements
	DE	A. Discussion of course objectives
		B. Survey of course content
		C. Consideration of areas for further study
		D. Discussion of what is expected of trainees

Key: L - Lecture D - Discussion DE - Demonstration P - Practical Application T - Test

* 360 hours of this time is devoted to Pre-Vocational and Remedial Education

SUGGESTED
HOURS

METHODS OF INSTRUCTION

1. School policies
  a. Hours of training
  b. Breaks
  c. Lunch hour
  d. Smoking regulations
  e. Operating rules
  f. Absences
  g. Illness
  h. Other
2. Student behavior
  a. Daily attendance
  b. Punctuality
  c. Application to learning
    (1) In class
    (2) Out of class
  d. Cooperation
  e. Personal responsibilities
    (1) Work and work habits
    (2) Care of supplies, tools and equipment

II. Personal objectives
  A. Conduct
    1. Language
    2. Rules
    3. Pranks
  B. Personal hygiene
    1. Dress
    2. Cleanliness
    3. Habits
    4. Effects on job
  C. Fairness and honesty
    1. To self
    2. To employer
    3. To customer
    4. To fellow employees

L,D
DE,P

III. Introduction to weights and measures used in food preparation
  A. Methods of measuring ingredients
    1. Fats and oils
    2. Flour(s)
    3. Milk

SUGGESTED
HOURS

METHODS OF INSTRUCTION

      - a. Liquid
      - b. Powdered
   - 4. Sugar
      - a. Powdered
      - b. Granulated
      - c. Brown
- B. Importance of weights and measures in preparation of food using standard recipes

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2, Nutrition
		Objectives:
		To develop knowledge of the basic food nutrients and their purpose in the diet
		To develop ability to conserve food value through proper preparation and handling procedures
	L,D	I. Food nutrients
	P	A. Carbohydrates
		1. Composition and sources
		2. Classification
		3. Effect of deficiency or excess
		4. Effect of cooking
		5. Digestibility
		B. Fats
		1. Nature and composition
		2. Sources
		3. Digestibility
		4. Effect of cooking
		C. Protein
		1. Composition
		2. Source
		3. Function
		4. Effect of deficiency or excess
		5. Effect of cooking and digestibility
		6. Acceptability
		D. Minerals
		1. Sources
		2. Functions
		3. Dietary requirements
		4. Effect of shortage
		E. Water
		1. A nutrient agent
		2. Food sources
		3. Body functions
	L,D	F. Vitamins
	P	1. Composition
		2. Function

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		3. Food sources
		4. Vitamins in the diet
		5. Effect of deficiency
		6. Effect of freezing
		7. Effect of cooking
		8. Loss in preparation and cooking
		9. Prevention
	L,D	II. Energy requirements of individuals
	P	A. Physical activity
		B. Age
		C. Sex
		D. Body structure
		E. Weight
		F. Size
		III. Importance of well-balanced meals
		A. Food combinations
		B. Necessary nutrients
		C. Caloric content
		D. Retention of food value

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 3. Hygiene and Sanitation

Objectives:

To develop understanding of the principles of good personal hygiene and their application to health

To develop a willingness to practice good housekeeping procedures

To develop understanding of the importance of sanitation

L,D I. Introduction
DE,P A. Diseases
- B. Parasitic infections
- C. Carriers
- D. Prevention of disease
- E. Bacteria
  - 1. Contamination of food
  - 2. Conditions for growth

II. Health habits
- A. Rest
- B. Exercise
- C. Posture
- D. Recreation

III. Grooming
- A. Hair care
- B. Teeth
- C. Skin
- D. Hands
- E. Feet
- F. Bathing
- G. Clothing

L,D IV. State and local sanitation laws
DE,P A. Storage of food
  - 1. Raw
  - 2. Cooked
- B. Storage of dry materials
  - 1. Flour
  - 2. Meal
  - 3. Sugar
  - 4. Other

SUGGESTED
HOURS

METHODS OF INSTRUCTION

C. Disposal of garbage and refuse material

D. Cleaning and maintenance
    1. Floors
    2. Equipment
    3. Utensils
    4. Work area

E. Controlling rodents and insects
    1. Detection
    2. Safety
    3. Other precautions

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 4. Safety

Objectives:

To develop awareness of safety hazards

To develop the ability to follow safety rules and practices desirable for a cook training program

L,D — I. First Aid
  - A. First aid kit
    - 1. Location
    - 2. Use
  - B. Injuries
    - 1. For individual treatment
    - 2. For treatment by a doctor
  - C. Treatment of shock
  - D. Prevention of bleeding

II. Kitchen
  - A. Layout
    - 1. For safety
    - 2. For good lighting
    - 3. For ease and good routing of work
    - 4. For gas, fume, and heat control
  - B. Good housekeeping and safety through
    - 1. Clean working areas, (counter top, stove, and floor)
    - 2. Clean equipment and utensils
    - 3. Each item in its assigned place
    - 4. Daily cleanups

L, DE — III. Fire and fire protection
  - D,P — A. Evacuation of kitchen
  - B. Fire extinguisher
    - 1. Location
    - 2. Use or operation
    - 3. [redacted]
  - C. Safety regulations
    - 1. Observe working assignments as posted
    - 2. Observe proper routing of work and traffic
    - 3. Work methodically rather than hurriedly
    - 4. Be alert when using sharp utensils and power equipment

SUGGESTED
HOURS

METHODS OF INSTRUCTION

5. Keep floor dry and clean
6. Smother flaming fat and garments
7. Avoid horseplay
8. Obey instructions

L,DE IV. Types of accidents
D,P A. Cuts
1. Causes
a. Placing knives loose in a drawer
b. Failure to wash and store after use
c. Cutting toward the hand - or - body
d. Wet hands
e. Failure to operate equipment
f. Broken dishes, glassware, bottles
2. Prevent cuts by
a. Providing a safe, convenient place for storage of knives and sharp-edged tools
b. Keeping hands dry
c. Cutting down with knife on cutting board
d. Carrying knives with points down
e. Using equipment only after thorough instruction
f. Handling broken glass, dishes, etc. with care

B. Burns
1. Prevent by
a. Believing every pot or pan is hot
b. Use of heavy, dry pot holders
c. Lifting lids to prevent steam from striking hands, arms, or face
d. Turning handles back over stove (away from aisles)
e. Drying wet food before deep fat frying it
f. Operating steam cookers safely
2. Causes
a. Burning fat
b. Hot pans and/or handles
c. Hot ovens
d. Flaming cloth
e. Hot equipment

C. Falls and collisions
1. Causes
a. Wet and/or greasy spots on floors
b. Hurrying
c. High heels

SUGGESTED
HOURS

METHODS OF INSTRUCTION

      - d. Obstructions (open oven door; open refrigerator door)
      - e. Standing on box, crate, or chair
      - f. Failure to watch where going
  - 2. Prevent by
      - a. Use of sturdy step stool or ladder
      - b. Wiping up spots and spilled food immediately
      - c. Walking instead of running
      - d. Wearing low-heeled shoes in good condition (heels), with laces tied
      - e. Keeping aisles clear
      - f. Establishing a route for entering and exiting from kitchen
- D. Strains
  - 1. Prevent by
      - a. Lifting properly with leg muscles instead of back
      - b. Carrying moderate rather than heavy loads
      - c. Carrying loads on shoulder
  - 2. Causes
      - a. Turning or twisting body while lifting
      - b. Lifting with back muscles instead of leg muscles
      - c. Too heavy load
- E. Shock
  - 1. Symptoms of shock
  - 2. Treatment of shock
  - 3. Causes of shock
      - a. Severe fall or blow
      - b. Faulty electrical connection or cord
      - c. Wet floor plus contact with current flow

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 5, Equipment

Objectives:

To develop knowledge of the nomenclature of equipment

To develop understanding of the proper use of equipment

L,D DE,P

- I. Major equipment
  - A. Listed by name
    - 1. Range and range top
    - 2. Baking oven
    - 3. Meat slicer
    - 4. Mixer
    - 5. Potato peeler
    - 6. Dishwashing machine and racks
    - 7. Glass washer
    - 8. Steam table
    - 9. Deep fat fryer
    - 10. Bowls (mixer)
    - 11. Peeler (vegetable)
    - 12. Scales (with weights)
    - 13. Garbage (food) disposal
    - 14. Steam kettle
    - 15. Steam chef (pressure)
    - 16. Coffee maker
    - 17. Freezer
    - 18. Refrigerators, coolers, ice cream box
    - 19. Griddle
    - 20. Trunion kettle
    - 21. Toaster
    - 22. Steamer (vegetable)
    - 23. Portable grill
    - 24. Ice machine
  - B. Care of each piece of major equipment
  - C. Specific uses of each piece of major equipment
  - D. Safety factors involved in use of various items of major equipment

L,D, DE,P

- II. Minor equipment
  - A. Listed by type and name
    - 1. Cutlery
      - a. French knife
      - b. Roast beef slicer

SUGGESTED
HOURS

METHODS OF INSTRUCTION

- c. Chef slicer
- d. Butcher knife
- e. Steak knife
- f. Boning knife
- g. Fruit and salad knife
- h. Paring knife
- i. Spatula
- j. Cleavers
- k. Meat saws
- l. Hot cake or meat turner
- m. Pie and cake knives
- n. Food tongs
- o. Whips
- p. Spoons (plain, slotted)
- q. Ladles
- r. Forks
- s. Pans (fry, 6")
- t. Rings, egg
- u. Jars (2 qt. serving)
- v. Crocks

2. Accessories and/or implements
    - a. Stock pots
    - b. Sauce pans
    - c. Braisers
    - d. Saute pans
    - e. Double boilers
    - f. Roasting pans
    - g. Baking pans
    - h. Counter or serving pans
    - i. Strainers (colanders)
    - j. Sieves
    - k. Measuring devices
        - (1) Cups (set)
        - (2) Spoons (set)
    - l. Urn cup
    - m. Serving spoons
    - n. Turners (cake)
    - o. Tongs (serving)
3. Serving utensils
    - a. Cups (coffee)
    - b. Cups (egg)

SUGGESTED
HOURS

METHODS OF INSTRUCTION

- c. Saucers
- d. Bowls (cereal)
- e. Plates (dinner, 9")
- f. Glasses (water, 6 oz.)
- g. Bowls (sugar)
- h. Creamers (6oz.)
- i. Shakers (salt and pepper)
- j. Knives (dinner)
- k. Forks (dinner)
- l. Teaspoons
- m. Tablespoons

B. Care and maintenance of minor equipment
C. Specific uses of each piece of minor equipment
D. Safety factors involved in use of minor equipment

SECTION II.

FOOD PREPARATION

Combining ingredients into tasty products for eating is an exacting procedure. Certainly delicious food is the biggest single asset in developing a satisfied clientele for any restaurant. Thus to quality preparation of foods must be devoted the largest share of the training time. This section of the outline is planned for this purpose.

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 1. Sandwiches
		Objectives:
		To become familiar with various types of sandwiches
		To develop skill in preparing fillings for sandwiches
	L,DE	I. Sandwich ingredients
	D,T	A. Bread
		1. White Bread
		2. Buns
		3. Rye bread
		4. Whole wheat bread
		B. Fillings
		1. Sliced meat
		a. Beef
		b. Corned beef
		c. Ham
		d. Turkey
		e. Chicken
		f. Pork
		2. Salad type mixtures
		a. Salmon salad
		b. Ham salad
		c. Egg salad
		d. Tuna salad
		e. Pimento cheese

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		3. Hot fillings
		a. Grilled cheese
		b. Beef or pork w/barbecue sauce
		c. Roast beef w/gravy
		d. Roast turkey or chicken w/gravy
		e. Corned beef
		f. Bacon and egg
		g. Hamburger
		h. Cheeseburger
		i. Frankfurter
	L,DE	C. Spreads
	D,T	1. Butter
		2. Mayonnaise
		3. Mustard
		4. Catsup
		D. Garnishes
		1. Lettuce
		2. Parsley
		3. Pickles
		4. Olives
		5. Paprika
		6. Green pepper
		7. Radishes
		8. Others
	L,D	II. Types of sandwiches
	DE,P	A. Open face
		B. Club
		C. Toasted
		D. Finger
		E. Rolled
		F. Hot
		G. Grilled
		III. Preparation
		A. Seasoning
		B. Care in preparation
		C. Technique for large scale production
		D. Wrapping
		E. Storage

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 2. Meat Cookery
		Objectives:
		To become familiar with the various ways of preparing meats
		To develop ability to determine the best preparation process for the various cuts of meats
	L,D	I. How to roast meats
	DE,P	A. Suitable grades and cuts
	T	B. Care and storage before roasting
		C. Explanation of roasting principles
		1. Beef
		2. Pork
		3. Veal
		4. Lamb
		D. Preparation
		1. Fresh meat
		2. Frozen meat
		E. Equipment
		1. Roasting pans
		2. Meat thermometer
		3. Other
		F. Procedure
		1. Seasoning
		2. Roasting temperature
		3. Time
		G. Test for doneness
		H. Methods of serving
		1. Portions
		2. Tools
		3. Gravies
		4. Garnishes
		5. Jellies
		I. Care of meat
		1. After roasting
		2. During serving period
		3. Storage
	L,D	II. How to broil meats
	DE,P	A. Explanation of broiling principle
	T	

SUGGESTED
HOURS

METHODS OF INSTRUCTION

1. Purpose
2. Effect

B. Cuts suitable for broiling
1. Beef
2. Veal
3. Lamb
4. Pork

C. Preparation
1. Fresh meat
2. Frozen meat

D. Equipment
1. Fuels used
2. Manipulation of broiler
3. Tools

E. Procedure
1. Seasoning
2. Searing
3. Temperature
4. Time
5. Variations

F. Test for doneness

G. Methods of serving
1. Sauces
2. Gravies
3. Butters
4. Garnishes

L,D
P,DE
T

III. How to braise meat

A. Explanation of braising principle

B. Cuts and grades suitable

C. Preparation
1. Marinating
2. Larding

D. Equipment and tools

E. Procedure
1. Seasoning
2. Precooking or frying
3. Basting
4. Temperature
5. Timing
6. Finishing process

F. Testing for doneness

G. Care and storage

H. Serving

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		IV. How to saute (panfry) meats
		A. Cuts suitable for sauteeing
		B. Preparation
		C. Equipment and utensils
		D. Procedure
		1. Seasoning
		2. Browning
		3. Temperature
		4. Timing
		5. Finishing
		E. Sauces suitable for sautes
		F. Testing for doneness
		G. Methods of serving
	L,D	V. How to fry meats
	DE,P	A. Principles of frying
	T	B. Cuts and grades suitable
		C. Preparation
		1. Fresh meats
		2. Frozen meats
		3. Cured meats
		D. Procedure
		1. Seasoning
		2. Dredging
		3. Temperature
		4. Timing
		E. Sauces or gravy
		F. Testing for doneness
		G. Serving
	L,D	VI. How to prepare stews
	P,T	A. Explanation of cooking principle
	DE	B. Suitable cuts and grades
		C. Preparation
		D. Procedure
		1. Seasoning
		2. Care during cooking
		3. Temperature
		4. Timing
		5. Finishing
		E. Variations
		1. Irish
		2. Fricassees
		3. Brown stews

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		F. Serving
	L,D	VII. How to simmer meats
	P,T	A. Explanation of cooking principle
	DE	B. Cuts and grades suitable
		C. Variations in terminology
		1. Parboiling
		2. Steaming
		3. Pressure cooking
		4. Blanching
		5. Stewing
		6. Poaching
		D. Preparation
		1. Fresh meat
		2. Corned beef
		3. Smoked meat
		E. Procedure
		1. Seasoning
		2. Care in cooking
		3. Temperature
		4. Timing
		F. Test for doneness
		G. Serving

SUGGESTED
HOURS

METHODS OF INSTRUCTION

Unit 3. Poultry

Objectives:

To develop ability to prepare poultry by different methods

To develop ability to determine the best preparation process for various kinds of poultry

L,D
DE,P
T

I. How to roast poultry
  A. Selection of poultry
  B. Classification
  C. Care and storage before roasting
  D. Explanation of roasting principles
    1. Turkey
    2. Chicken
    3. Capon
    4. Duck
  E. Preparation
    1. Fresh
    2. Frozen
  F. Equipment
    1. Roasting pans
    2. Meat thermometer
    3. Other
  G. Procedure
    1. Seasoning
    2. Basting
    3. Roasting temperature
    4. Time
  H. Stuffing and dressing
    1. Types
    2. Variations
  I. Test for doneness
    1. Shrinkage
    2. Cause
    3. Effect
    4. Control
    5. Cost
  J. Methods of serving
    1. Sauces

SUGGESTED
HOURS

METHODS OF INSTRUCTION

    2. Gravy
    3. Garnish

L,D — II. How to broil poultry

DE,P — A. Selection of poultry

- B. Preparation
    1. Cleaning
    2. Seasoning
- C. Procedure
    1. Seasoning
    2. Searing
    3. Basting
    4. Care while broiling
        a. Effect on flesh
        b. Manipulation of broiler for proper heat
    5. Temperature
    6. Timing
- D. Testing for doneness
- E. Methods of serving

L,D — III. How to saute (panfry) poultry

DE,P — A. Cuts suitable for sauteeing

- B. Preparation
- C. Equipment and utensils
- D. Procedure
    1. Seasoning
    2. Browning
    3. Temperature
    4. Timing
    5. Finishing
- E. Sauces suitable for sautes
- F. Testing for doneness
- G. Methods of serving

IV. How to fry poultry

- A. Frying principles
- B. Cuts suitable
- C. Preparation
    1. Fresh poultry
    2. Frozen poultry
- D. Procedure
    1. Seasoning
    2. Dredging
    3. Temperature
    4. Timing

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		E. Sauces or gravy
	L,D,	F. Testing for doneness
	P,DE	G. Methods of serving
	T	V. How to deep fat fry poultry
		A. Cuts suitable
		B. Fats used
		1. Temperature
		2. Care and storage
		3. Breakdown or oxidation
		C. Preparation
		1. Seasoning
		2. Dredging
		3. Coating
		4. Temperature
		5. Timing
		6. Draining
		D. Testing for doneness
		E. Methods of serving
	L,D	VI. How to simmer poultry
	P	A. Explanation of cooking principle
		B. Types of poultry
		C. Variation in terminology
		1. Steaming
		2. Pressure cooking
		3. Stewing
		D. Preparation
		E. Procedure
		1. Seasoning
		2. Care in cooking
		3. Temperature
		4. Timing
		F. Testing for doneness
		G. Methods of serving

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 4. Fish and Shellfish Cookery

Objectives:

To develop knowledge of the various types of fish

To develop understanding of a variety of ways to prepare and serve fish

L,DE I. How to bake fish
- D,P A. Fish suitable for baking
- T B. Preparation
- C. Procedure
  - 1. Seasoning
  - 2. Stuffing
  - 3. Temperature
  - 4. Timing
- D. Testing for doneness
- E. Methods of serving

II. How to broil fish
- A. Fish suitable for broiling
- B. Preparation
- C. Procedure
  - 1. Seasoning
  - 2. Temperature
  - 3. Timing
- D. Testing for doneness

III. How to saute (pan fry) fish
- A. Kinds of fish suitable
- B. Preparation
- C. Procedure
  - 1. Seasoning
  - 2. Dredging
  - 3. Breading
  - 4. Temperature
  - 5. Timing
- D. Testing for doneness

IV. How to deep fat fry fish
- A. Selection of suitable fish
- B. Preparation
- C. Procedure

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		1. Cutting
		2. Breading
		3. Seasoning
		4. Temperature
		5. Timing
		6. Draining
		7. Care in frying
		D. Test for doneness
	L,D	V. How to cook seafoods
	DE P	A. Classification of seafood
	T	1. Clams
		2. Crabs
		3. Lobster
		4. Oyster
		5. Shrimp
		B. Preparation
		1. Care and storage before cooking
		2. Fresh and frozen
		C. Procedure
		1. Shelling
		2. Seasoning
		3. Care during cooking
		D. Testing for doneness
		E. Variations in seafood dishes
		1. Newburg
		2. Stew
		3. Chowder
		4. Cocktail
		5. Casserole

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 5. Vegetable Preparation

Objectives:

To develop knowledge and skill in the proper preparation of a variety of vegetables

To develop skill in operating the equipment used for vegetable preparation

- L,D I. Introduction
  - DE,P A. Food value
  - T B. Classification
    - 1. Seeds
    - 2. Roots and tubers
    - 3. Stems
    - 4. Leaves
    - 5. Flowers
    - 6. Bulbs
- II. Preparation of vegetables
  - A. Fresh
  - B. Canned
  - C. Frozen
  - D. Dehydrated
- III. Principles involved in preparation
  - A. Boiling
  - B. Steaming
  - C. Baking
  - D. Frying
- IV. Equipment used for vegetable preparation
  - A. Steamer
  - B. Steam jacketed kettle
  - C. Potato peeler
  - D. Food chopper
  - E. Steam table
- V. Seasoning vegetables
- VI. Sauces for vegetables

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 6. Salads
		Objectives:
		To become familiar with the different types of salads
		To demonstrate proper techniques in preparation of salads and use of appropriate dressings
	L,D	I. Introduction
	P, DE	II. Description of salad materials
	T	A. Lettuce
		B. Endive, chicory
		C. Romaine
		D. Celery
		E. Cabbage
		F. Carrots
		G. Tomatoes
		H. Miscellaneous items
		III. Preparation and storage of salad materials
		A. Cleaning and sorting
		B. Chilling ingredients
		C. Preparation
		IV. Equipment for salad preparation
		A. Bowls
		B. Knives, (french, fruit)
		C. Chopping board
		D. Shears
		E. Vegetable cutter, attachments
		F. Molds
		G. Pans
	P	V. Preparation of salads
		A. Dinner
		B. Green salads
		C. Main course salads
		1. Meat salads
		2. Meat substitute
		3. Sea-food salads
		4. Egg salads
		D. Molded or jellied salads

SUGGESTED
HOURS

METHODS OF INSTRUCTION

E. Fruit salads
    1. Combination
    2. Fresh
    3. Frozen
F. Cold plate
G. Dressings
    1. Mayonnaise
    2. Cooked base
    3. French
    4. Other
H. Garnishes
I. Standards for salads
    1. Fresh
    2. Crisp
    3. Cold
    4. Dry
    5. Clean

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 7. Bread

Objectives:

To develop knowledge and skill in the preparation of quick breads and yeast breads

To improve ability to evaluate a good bread product

L,D I. Quick breads
DE,P A. Classification
1. Biscuits
2. Muffins
3. Cornbread
B. Introduction
1. Food value of bread
2. Types of bread
3. Composition of flour
4. Leavening agents
5. Recipes
6. Assembling ingredients and utensils
7. Weighing and measuring
8. Sanitation

P II. How to make biscuits
A. Varieties
1. Sour-milk biscuits
2. Baking powder biscuits
3. Drop biscuits
4. Shortcake
5. Dumplings
B. Preparation steps
1. Sift dry ingredients together 3 times or blend in mixer at low speed
2. Blend shortening with dry mixture on low speed for 3 minutes
3. Add liquid to dry ingredients to make soft dough
4. Knead lightly about 1 minute until dough is smooth and uniform
5. Roll out, shape, bake on ungreased sheet pan
C. Cutting

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		D. Timing
		E. Baking
		F. Variations
		1. Cheese
		2. Cinnamon
		3. Whole wheat
		4. Drop
		5. Shortcake
		6. Others
		G. Standards for biscuits
		1. Golden brown
		2. Surface; fairly level, smooth
		3. Uniform in size
		4. Tender, light, flaky in texture
	L,D	III. How to make muffins
	DE,P	A. Introduction
	T	B. Preparation steps
		1. Sift ingredients together 3 times or blend on mixer at low speed.
		2. Combine shortening with eggs, then add liquid.
		3. Add liquid ingredients to dry ingredients and mix only until dry ingredients are moist and mixture has a rough appearance
		4. Remove muffins from tins as soon as baked
		C. Timing
		D. Baking
		E. Standards for muffins
		1. Golden brown
		2. Well-rounded top
		3. Crust crisp and tender
		4. Moist crumbs and good flavor
		5. Evenly distributed air spaces (no tunnels)
		6. Not overrunning tins
	P	IV. How to make cornbread
		A. Introduction
		B. Preparation steps
		1. Sift together dry ingredients or blend in mixer at low speed
		2. Combine liquid ingredients, add to dry ingredients, and mix until ingredients are moist and mixture has rough appearance.

SUGGESTED HOURS

METHODS OF INSTRUCTION

        3. Bake in greased muffin tins or baking pan. (Heating oiled pan and sprinkling lightly with cornmeal will prevent sticking).
    C. Timing
    D. Baking
    E. Standards for cornbread
        1. Tender crust
        2. Rough surface free from cracks
        3. Free from tunnels and light weight
        4. Texture medium fine, moist, tender

L,D
DE,P
T

V. Introduction to yeast breads
    A. Preparation steps
        1. Dissolve yeast in lukewarm water, and sugar
        2. Add melted shortening, flour, salt, and milk
        3. Mix at low speed using dough hook until dough is smooth and elastic
        4. Let dough rise in proofing cabinet and knead once before making rolls
    B. Proofing
    C. Kneading
    D. Shaping
        1. Crescents
        2. Bow knots
        3. Dinner rolls
        4. Parkerhouse
        5. Cloverleaf
        6. Butterflake
        7. Loaves
        8. Others
    E. Timing
    F. Baking
    G. Variations of recipe for making sweet dough
        1. Eggs
        2. Sugar
    H. Varieties of sweet roll dough
        1. Coffee cake
        2. Cinnamon rolls
        3. Danish pastry
        4. Hot cross buns
        5. Others

SUGGESTED
HOURS

METHODS OF INSTRUCTION

I. Standards for yeast bread
  1. Golden brown and even shape
  2. Light and tender
  3. Free from dryness and doughiness
  4. Crumb: smooth, soft, and elastic

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		Unit 8. Cakes
		Objectives:
		To become familiar with the various types of cakes and to understand the techniques for preparing
		To develop ability to evaluate a good cake
	L,D DE,P T	I. Classification of cakes
		A. Butter cakes (cakes containing shortening)
		1. Pound or loaf cake (high percentage of fat)
		2. Plain, layer type (smaller percentage of fat)
		3. Chocolate cakes (cakes incorporating cocoa and soda)
		B. Foam cakes (cakes containing no fat)
		1. Meringue cakes (egg whites used for foam)
		2. Sponge cakes (whole eggs or egg yolks or combination)
		C. Chiffon cakes
		II. Ingredients of cakes
		A. Flour
		B. Leavening
		C. Salt
		D. Sugar
		E. Eggs
		F. Fat
		G. Liquid
		III. Preliminary steps
		A. Read recipe
		B. Ingredients at room temperature
		C. Assemble ingredients and utensils
		D. Oven turned on to correct temperature
		E. Preparation of pans
		F. Weighing or measuring all ingredients
	P	IV. Preparation procedure
		A. Muffin method
		B. Conventional method
		C. Conventional-meringue method
		D. One-bowl method
	P	V. Baking
		A. Purpose

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		B. Temperature
		1. Factors
		a. Leavening agent
		b. Sugar content
		c. Size of cake
		C. Arrangement in oven
		D. Time
		E. Test for doneness
	P	VI. Fillings for cakes
		A. Thick custard
		B. Whipped cream
		C. Fruit mixture
	L,D	VII. Selection of topping and filling
	DE,P	A. Purpose
		1. Prevent cake from drying out
		2. Increase palatability and attractiveness
		B. Classifications
		1. Uncooked icing
		2. Boiled icing
		a. Fondant
		b. Fudge
		c. Caramel
		d. Divinity
		VIII. Cake defects
		A. Poorly shaped layers
		B. Crust
		C. Toughness
		D. Crumbly
		E. Dry
		F. Uneven baking
		G. Poor flavor
		H. Keeping quality

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 9. Pies

Objectives:

To develop a better understanding of the techniques required to make pastry

To develop skill in the preparation of filling and topping for pies

L,D I. Pie crust
DE,P A. Ingredients
1. Flour
2. Shortening
3. Water
4. Salt
B. Basic types
1. Mealy crust
2. Flaky crust
C. Methods of mixing
1. Mixer
2. Hand blender
3. Mixing together of ingredients
D. Styles of pie dough
1. Unbaked crust
2. Baked Crust
3. One-piece top
4. Lattice top
5. Cobblers
6. Tarts and turnovers
7. Novelty pie crust
a. Graham cracker
b. Wafer
c. Gingersnap
d. Cake or cookie crumbs
E. Pie washes
1. Milk
2. Cream
3. Eggs
4. Melted butter
5. Water

SUGGESTED
HOURS

METHODS OF INSTRUCTION

- F. Baking pie crust
- G. Characteristics of a good pastry
  - 1. Crisp and tender
  - 2. Well-browned
  - 3. Rough appearance
  - 4. Tender and easily cut with fork
- H. Pastry problems
  - 1. Dry dough, hard to work with
  - 2. Tough pastry
  - 3. Shrinking or buckling of pastry
  - 4. Soggy crust

P II. Pie fillings

- A. Fruit fillings
  - 1. Canned
  - 2. Frozen
  - 3. Fresh
  - 4. Dehydrated
- B. Cream fillings
  - 1. Cream filling with fruit
  - 2. Flavored cream filling
  - 3. Plain cream filling
- C. Custard filling
  - 1. Pumpkin
  - 2. Sweet potato
  - 3. Custard
  - 4. Other
- D. Chiffon fillings
  - 1. Pineapple
  - 2. Lemon
  - 3. Others

D,P III. Preparation procedure

- A. Fruit fillings
  - 1. Drain fruit and set aside
  - 2. Add water to juice, if necessary to obtain required quantity
  - 3. Bring juice to boiling point
  - 4. Add water or juice to cornstarch
  - 5. Add cornstarch mixture to boiling mixture
  - 6. Return to boil; cool
  - 7. Fold in drained fruit to thickened mixture
- B. Cream filling
  - 1. Scald about 3/4 quantity of milk used in recipe with salt and half of sugar

SUGGESTED
HOURS

METHODS OF INSTRUCTION

2. Combine other half of sugar and cornstarch dissolve in remaining portion of cold milk
3. Add cornstarch-sugar-milk mixture to hot milk and cook until thick
4. Add a portion of thickened mixture to beaten eggs and pour back into thickened mixture; cook until thickened

C. Custard filling
1. Combine dry ingredients
2. Add dry ingredients to slightly beaten eggs
3. Add small portion of egg-dry ingredient mixture to scalded milk
4. Add mixture to remainder of scalded milk
5. Blend in butter and vanilla
6. Sprinkle with nutmeg

D. Chiffon filling
1. Combine fruit, sugar, flavoring, coloring, salt, water or milk
2. Bring to boil
3. Dissolve cornstarch in juice or water; add to above
4. Remove from heat and fold in stiffly beaten egg whites
5. Place in pre-baked pie shell
6. Cool and top with whipped cream

D,P IV. Variations of pies
A. Cobblers
B. Tarts
C. Trunovers
D. Meat pies
E. Fruit dumplings

V. Toppings for pies
A. Meringues
1. Types
a. Hard meringues
b. Soft meringues
c. Variations
2. Procedure
a. Egg whites at room temperature
b. Beat until frothy
c. Continue beating, adding sugar gradually
d. Add flavoring

        - e. Fine glossy appearance; not dry
        - f. Bake as directed
    - B. Dehydrated toppings
    - C. Whipped cream
- VI. Difficulties in pie making
    - A. Shrinkage of crust
    - B. Soaking of bottom crust
    - C. Boiling out of fruit and/or juices
    - D. Sticking to pans
    - E. Watery custard pies
    - F. Watery or weeping meringues

SUGGESTED
HOURS

METHODS OF INSTRUCTION

Unit 10. Desserts

Objectives:

To develop interest in a variety of desserts and ways of preparing them attractively

To develop skill in preparing sauces and garnishes for desserts

L,D,
DE,P

I. Gelatin desserts
  A. Whipped
  B. Molded
  C. Fruited
  D. Preparation and procedure
    1. Flavoring
    2. Temperature
    3. Time
    4. Care during serving
II. Puddings
  A. Varieties
    1. Cream puddings
    2. Fruit puddings
    3. Custards
  B. Preparation and procedure
    1. Flavoring
    2. Care while cooking
    3. Temperature
    4. Time
    5. Care after cooking
    6. Methods of serving
III. Sauces for desserts
  A. Varieties
    1. Cream sauce
    2. Fruit sauce
    3. Hard sauce
  B. Preparation and procedure
    1. Flavoring
    2. Care in cooking
    3. Temperature
    4. Timing
    5. Testing for doneness

SUGGESTED HOURS

METHODS OF INSTRUCTION

Unit 11. Eggs and Breakfast Dishes

Objectives:

To become familiar with the various breakfast foods

To develop some skill in preparation of breakfast foods

D,DE, P,T

I. Eggs
  A. Selection and care
    1. Grading
    2. Inspection
    3. Storage
      a. Fresh eggs
      b. Frozen eggs
      c. Dehydrated
  B. Variety
    1. Boiled
    2. Fried
    3. Poached
    4. Scrambled
    5. Omelet
    6. Shirred
  C. Preparation
    1. Seasoning
    2. Care while cooking
    3. Temperature
    4. Timing
  D. Serving
    1. Handling cooked eggs
    2. Prompt service
    3. Use in other foods

P

II. Batters
  A. Types
    1. Pancakes
    2. Griddle
    3. Waffle

SUGGESTED HOURS	METHODS OF INSTRUCTION	
		B. Variety
		1. Plain
		2. Fruited
		3. Buckwheat
	P	III. Toast
		A. Varieties
		1. Cinnamon
		2. Melba
		3. French
		B. Preparation procedure
		1. Seasoning
		2. Flavoring
		3. Temperature
		4. Time
		C. Method of serving
	D, DE, P, T	IV. Meat items
		A. Varieties
		1. Ham
		2. Sausage
		3. Bacon
		B. Preparation procedure
		1. Cooking temperature
		2. Time
		3. Draining
		C. Method of serving
		V. Cooked cereal
		A. Types of cereals
		1. Cream of wheat
		2. Farina
		3. Oatmeal
		4. Variations
		B. Preparation and procedure
		1. Seasoning
		2. Care while cooking
		3. Cooking temperature
		4. Time
		5. Care after cooking
		C. Method of serving

SECTION III.

STANDARDS FOR FOOD PRODUCTS

In order to learn when foods conform to those standards required for quality appearance and flavor, trainees need to learn the features by which they should be judged. This section presents this material as a means of providing the trainee with a basis of comparison for the products prepared in the class.

SUGGESTED HOURS	METHOD OF INSTRUCTION	
		Unit 1. Standards for Food Products Objectives: To develop the ability of students to determine the quality of food To develop a general feeling of responsibility of all employees toward the preparation and service of food with high standards
	D,P, T	I. Judging the quality of food A. Condition B. Color C. Odor D. Flavor II. Recognizing quality by appearance A. Attractiveness 1. Evenly browned 2. Proper texture 3. Firm, rather than soft 4. Moist, rather than dry 5. Plump, rather than wilted 6. Proper consistency for kind 7. Naturally flavored B. Color C. Form 1. Compact 2. Well-arranged 3. Perfect

SUGGESTED
HOURS

METHODS OF INSTRUCTION

D. Neatness
  1. Cups, glasses not overflowing
  2. Fried foods well-drained
  3. Fingerprints and spills
  4. Arrangement
E. Garnish
  1. Parsley, watercress, others
  2. Whipped cream
  3. Icings
  4. Meringues
  5. Sauces

D,P,
T

III. Proper texture and consistency
  A. Breads
  B. Butter
  C. Molded salads and desserts
  D. Ice cream and ices
  E. Cream pies
  F. Fruit
  G. Greens
IV. Protecting the temperature
  A. Hot plates for hot food
  B. Cold plates for cold food
  C. Sufficient ice for beverages
  D. Leave chilled foods in refrigerator
  E. Temperature for hot food

SECTION IV.

BASIC EDUCATION RELATED TO FOOD PREPARATION

In order that trainees may be capable of computations needed in recipe adjustments and so that they may carry on other phases of their occupational activities, they must be trained in those areas of basic education which relate particularly to the cook program of work. Always basic education problems and practices prove of greater interest and value to the trainees when closely related to the everyday needs and requirements of the occupational training. Thus basic education instructors are encouraged to correlate their work in all possible ways to the occupation involved.

Total hours for all Basic-Remedial Education - 360

SUGGESTED HOURS

METHOD OF INSTRUCTION

Unit 1. Mathematics Related to Food Preparation

Objectives:

To master basic mathematical skills

To develop the ability to apply mathematical formulas to needed applications

L,D, P,DE

I. Fundamental methematical processes
    A. Addition
    B. Subtraction
    C. Multiplication
    D. Division
    E. Fractions
    F. Decimals
    G. Percentages
    H. Weights
    I. Measures
        1. Liquid
        2. Dry
        3. Degrees

II. Food costs
    A. Calculation of raw food cost
    B. Calculation of portion costs
    C. Records for control of kitchen costs

SUGGESTED
HOURS

METHODS OF INSTRUCTION

Unit 2. Communications Related to Food Preparation

Objectives:

To develop the student's understanding of the trade language of the food preparation field

To develop knowledge of shop or trade vocabulary

I. Oral and written expression
    A. Letters
    B. Reports
    C. Instructions
II. Terminology for kitchen equipment
    A. Major
        1. Walk-in
        2. Trunnion kettle
        3. Steamer
    B. Utensils and tools

APPENDIX

HOW TO OPERATE A FOOD MIXER

CAUTION: INSTRUCTIONS GIVEN BELOW ARE GENERAL: READ AND FOLLOW THE MANUFACTURER'S DIRECTIONS CAREFULLY

WHAT TO DO	HOW TO DO IT
1. PLACE BOWL	1. SELECT APPROPRIATE SIZE BOWL. PLACE BOWL ON BOWL SUPPORT
2. FILL BOWL	2. PLACE INGREDIENTS IN BOWL AS RECIPE DIRECTS. (1/2 to 2/3 CAPACITY FOR BEST RESULTS.)
3. INSERT BEATER	3. SELECT AND INSERT PROPER BEATER FOR INGREDIENTS TO BE MIXED. (SEE INFORMATION SHEET)
4. RAISE BOWL	4. RAISE BOWL INTO POSITION BY MEANS OF WHEEL OR LEVER
5. START MACHINE	5. SWITCH TO "ON" POSITION; PUSH START BUTTON AND SET SPEED REQUIRED BY RECIPE. BEAT OR MIX THE REQUIRED LENGTH OF TIME.
6. STOP MACHINE	6. SWITCH TO "OFF" POSITION.
7. REMOVE FOOD	7. LOWER BOWL BY RELEASING LEVER. REMOVE BEATER. REMOVE BOWL.

CAUTIONS AND GUIDES FOR OPERATING A MIXER

1. SELECT THE CORRECT BOWL FOR THE TYPE OF MIXTURE AND THEN SELECT CORRECT BEATER OR WHIP ACCORDING TO BOWL SIZE AND MIXTURE.

2. BE SURE TO FASTEN BOWL AND BEATER OR WHIP SECURELY BEFORE STARTING MOTOR.

3. DO NOT PUT HAND OR SPOONS INTO BOWL WHILE THE MIXER IS IN OPERATION.

4. STOP MACHINE BEFORE SCRAPING DOWN SIDE OF BOWL OR LOOSENING MATERIAL ON THE BOTTOM DURING MIXING PROCESS.

5. ALWAYS USE A RUBBER SCRAPER, FLEXIBLE SPATULA OR LONG-HANDLED SPOON TO SCRAPE DOWN SIDES OF BOWL, AND TO REMOVE FOOD FROM BEATER OR WHIP.

6. USE MIXING BOWLS FOR MIXING ONLY; DO NOT PUT THEM ON THE RANGE OR IN THE OVEN.

7. IF MIXER IS USED ON CONTINUOUS BASIS ALWAYS ALLOW TIME FOR MOTOR TO COOL. MOST MIXERS OPERATE AT A CAPACITY LOAD FOR ONE HOUR WITHOUT OVERHEATING OR DAMAGING THE MOTOR.

8. ALLOW PROPER MIXING TIME FOR PRODUCTS - OVERMIXING IS AS DAMAGING AS UNDERMIXING.

HOW TO OPERATE A FOOD SLICER

WHAT TO DO	HOW TO DO IT
1. Put plug into socket.	1. Plug in. NOTE: Be sure cord is dry and free from grease to avoid short circuit. Be sure that hands are dry to prevent shock.
2. Place food in carriage.	2. Place food in carriage and hold it firmly in place by means of food holder.
3. Adjust indicator.	3. Adjust blade control indicator for desired thickness of slice.
4. Start motor.	4. Turn switch on.
5. Slice food.	5. Move carriage back and forth across blade, using handle. NOTE: Develop a rhythmic motion--do not touch carriage.

HOW TO CLEAN A VEGETABLE PEELER

WHAT TO DO	HOW TO DO IT
Daily Cleaning:	
1. Remove parts.	1. Remove cover and peeling disc.
2. Clean interior.	2. Flush interior with hot water; scrub with stiff brush while flushing. Leave Discharge door open to air.
3. Clean peel trap.	3. Place pail under outlet (unless peeler is located over drain). Remove (or raise) peel trap cover, strainer basket and stopper. Flush interior with hot water; scrub with stiff brush while flushing. Leave open to air.
4. Clean parts.	4. Scrub cover, peeling disc, peel trap cover, strainer basket and stop. Scrub with stiff brush under hot running water. Leave parts out to dry.
5. Clean exterior.	5. Wipe exterior with damp cloth.
Weekly cleaning: (To supplement daily)	
1. Clean interior parts and exterior	1. Clean interior parts and exterior thoroughly following daily instruction. NOTE: May be rinsed with soda solution if necessary.

HOW TO OPERATE A COMMERCIAL STEAMER (ONE DOOR AUTOMATIC)

WHAT TO DO	HOW TO DO IT
1. Close door	1. Close door and lock into position NOTE: Do not attempt to open door while operating.
2. Preheat	2. Turn control switch on.
3. Set time	3. Set time for 10 minutes; this is only necessary in early morning when water is cold. At other times during the day pressure can be gotten as soon as the door is closed and the switch turned on. NOTE: Turn switch off, this will release pressure. DO NOT TRY TO OPEN DOOR UNTIL PRESSURE HAS RETURNED TO 0 ZERO.
4. Load pans	4. Do not overload pans as most food will expand during cooking. Do not fill more than level full for best cooking. Size pan --- 12-20 inch - 2 1/2 inches deep or 4 inches deep. 1/2 counter pan size. Pierced pans are used for foods that will not have a broth or juice as a result of cooking that should be saved; best suited for potatoes, frozen vegetables, etc.
5. Load steamer	5. Steamer will hold 3 full size pans. Slide area in steamer for resting pan. More than one food item of a kind can be cooked together.
6. Close door	6. Close door and turn switch on. Set time required for cooking.

How to operate a Commercial Steamer, (continued)

7. Shut off steam	7. At the end of time set for cooking the bell will ring indicating the cooking period has ended. At that time the pressure will go off and the steam will be released through the pipe that connects with the trunion kettle. Door can be opened once the indicator has returned to zero. If you wish to check an item before that time either timer or "off-on" switch can be used.
8. Leave door open	8. When not in use leave open to prevent door sticking or an unpleasant odor.
9. Rinse	9. Rinse out daily. Remove any food particles that might accumulate in drain.

SAFETY PRECAUTION: TO PREVENT BURNS IN REMOVING FOOD FROM STEAMER USE DRY POT HOLDERS OR DRY CLOTH. CLEAR OFF PLACE TO SET PANS BEFORE REMOVING FROM STEAMER.

CLEAN UP SPILLED FOODS IMMEDIATELY SO THAT VENT WILL NOT BECOME CLOGGED.

DIRECTIONS FOR STEAMER COOKING
(High Speed - 15 lb. Pressure)

Vegetable	Method Directions for Cooking	Approximate Time
Carrots, fresh, 2" strips	Solid pans or perforated pans	3-5 mins.
Carrots, fresh, whole	Same as above	12-15 mins.
Corn, fresh on cob	Perforated pan	5 mins.
Corn, frozen, whole grain	Solid container-distribute evenly in pan	3 mins.
Peas, frozen, green	Shallow solid pan-distribute evenly in pan	2 mins.
Potatoes, sweet, whole	Steam without peeling. Single layer. Use perforated pan	15 mins.
Potatoes, white, halves, wedges shallow	Perforated pan (3/4 full)	12-15 mins.
Potatoes (1/8" slices)	Shallow perforated pan	3 mins.
Rice	Place in solid container. Add boiling water and salt	
Squash, summer	Shallow perforated pan Shallow solid pan w/water	3-5 mins.
Squash, winter	Perforated pan	12-15 mins.

HOW TO CLEAN A COMMERCIAL STEAMER
(ONE DOOR AUTOMATIC)

WHAT TO DO	HOW TO DO IT
Daily Cleaning	
1. Clean interior	1. Scrub interior with stiff brush dipped in hot detergent solution. Remove slide pan rack and clean with hot detergent solution. Rinse and dry. Replace. Scrub off any accumulation of food or grease with brillo pads. Special solution and directions for use are available.
Weekly Cleaning	
2. Clean doors	2. Clean inside and outside of doors with hot detergent solution. (Fats and food acids that may collect around the door gasket may cause an off flavor of food.) Rinse and dry. Leave door ajar.
3. Clean exterior	3. Wash outside with hot detergent solution. Rub lightly with a scoring pad if needed. Rinse and dry. Clean steamer table and area beneath.

USES OF STEAMER IN A COMMERCIAL KITCHEN

1. Meat, poultry, dried beans, frankfurters, pot roasts, ham, corned beef, meat loaf, stews.
2. Eggs -- hard cooked
3. Vegetables and fruits -- all vegetables, frozen or fresh; also to reheat canned vegetables. Stewing dried fruits.
4. Cereal products -- spaghetti, macaroni, rice, noodles, dumplings, other cereals.
5. Desserts -- steam puddings, cornstarch puddings, and custards.

ADVANTAGES:

1. Reduces the amount of range space (stove top) and cooking utensils needed.
2. No lifting of heavy pots.
3. Speed of cooking and even distribution of heat reduces problem of scorched or burned food; also saves stirring.
4. Proper cooking preserves color, flavor, texture and nutritive value of food.

PERSONAL HYGIENE AND SANITATION

It is just as important to know and practice good personal hygiene as it is to try to perform work more efficiently or to be able to prepare tasty, nutritious and attractive food.

Why are the subjects of Personal Hygiene and Sanitation important to the food service worker? He is the link in preventing and spread of disease.

We know that most diseases are caused by tiny living organisms called germs. Certain diseases are spread when proper food preparation, storage, and handling are neglected. You can help in preventing the spread of food borne diseases.

FOOD BORNE DISEASES

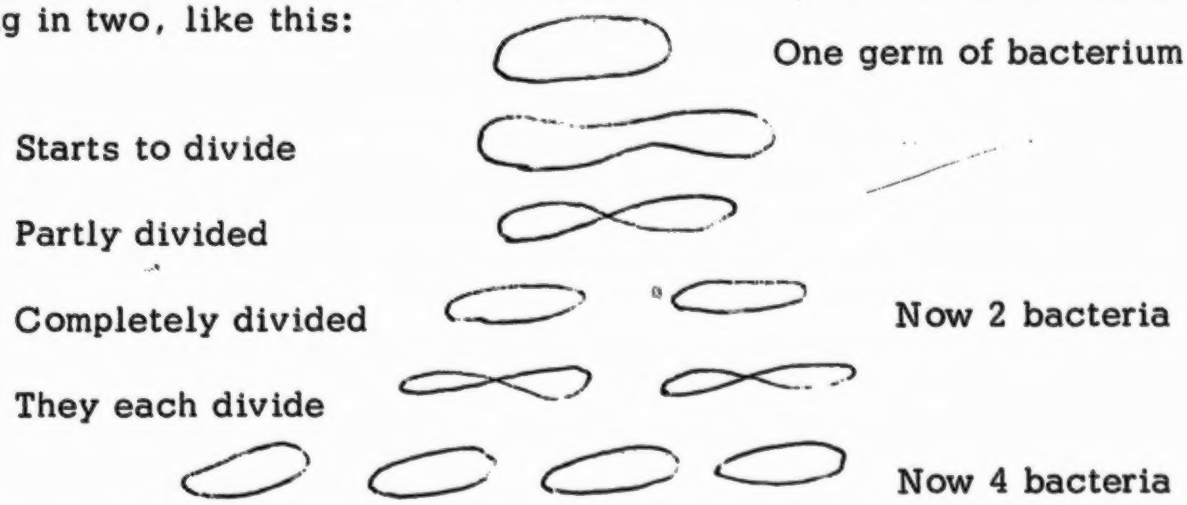
HOW THEY SPREAD	WHAT YOU CAN DO TO STOP THEM
Coughing	Cover nose and mouth when coughing or sneezing.
Breathing and sneezing	Stay at home when you are ill.
Drinking unsafe milk, water or other beverages	Drink or serve only beverages known to be safe.
Eating spoiled foods	Destroy spoiled foods.
Flies, insects, roaches	Get rid of flies, insects and roaches.
Rodents - rats and mice	Prevent rodents from entering
Foods not thoroughly cooked	Cook foods properly.
Food poisoning	Guard food from contamination.
Improper washing and handling of dishes, cups, glasses, and utensils	Wash and sanitize all utensils properly
Poor refrigeration practices	Know and use refrigeration correctly.
Unclean hands	Wash hands OFTEN.
Poor housekeeping	Keep EVERYTHING clean!

PERSONAL HEALTH

1. Eat well balanced meals
2. Drink only safe beverages.
3. Get plenty of fresh air, exercise and sleep
4. Keep body clean; bathe daily.
5. Avoid contact with diseased persons.
6. Wear clean clothes, particularly underclothing.
7. Have your shoes properly fitted.
8. Avoid crowds during epidemics.
9. Wear clothing suited to weather.
10. See doctor when sick.

GROWTH AND SPREAD OF DISEASE GERMS[1]

In order to fight disease germs, we must know something about them and how they grow and multiply. Their growth is fast and simple. They multiply by dividing in two, like this:



Under favorable conditions germs, or bacteria as we will call them from now on, divide once every twenty minutes. In eight hours one bacterium, under favorable conditions, can multiply into over 35,000,000,000,000 - 35 trillion. They multiply day and night without stopping.

Note, however, that they multiply this fast under favorable conditions. The conditions they like are the same that we like for comfort. They are:

WARMTH - bacteria grow fastest at the temperature of your body.
FOOD - they like the same food that you eat.
MOISTURE - needed both to live, and to expand, and to grow.

Since we are concerned most with the bacteria which are in or get into food, where moisture is also usually present, our principal weapon against them is temperature.

Bacteria grow slowly at temperatures below 50 degrees.
Bacteria grow little, if any, at 0 degrees and below.
Bacteria grow very slowly at temperatures over130 degrees.
Bacteria are killed rapidly by temperatures over 170 degrees.

So our first lesson is...Get Hot Foods over 130°F. as fast as possible and keep them there! Get cold foods below 50°F. as fast as possible and keep them there! Keep foods at temperatures between 50°F. and 130°F. as short a time as possible and for preparation only.

Besides the bacteria which may be in food...and some usually are...food which is left exposed receives more bacteria from outside sources. Therefore, it should be covered and protected.

---

[1] Welch, John M. Basic Course in Quality Food Preparation.
Florida Restaurant Research and Development Foundation, 1959.

CHECK LIST
FIFTY FACTORS WHICH CAN HURT YOUR APPEARANCE TO OTHERS

EXPLANATION: We frequently offend others unknowingly. This list was made up from hundreds of answers to the question: "What factors keep people from presenting the best appearance of which each is capable?"

DIRECTIONS: Place a check mark before each factor which applies to you now. Less than five check marks...Your appearance aids your personality. From 5 to 10...You should be more careful about your appearance. Between 10 and 15...You will have the reputation of being physically unattractive. Over 15...You are in bad shape!

1. How you look
    A. Your head...
        ( ) Need a haircut or hairdo
        ( ) Dandruff
        ( ) Hair not combed
        ( ) Hair greasy
        ( ) Dirty ears
        ( ) Dirty neck

    B. Your face...
        ( ) No shave today
        ( ) Too much make-up
        ( ) Powder smears
        ( ) Visible blackheads
        ( ) Pimples on face
        ( ) Greasy skin
        ( ) Yellow or unclean teeth
        ( ) Food showing between teeth

    C. Your hands...
        ( ) Dirty hands
        ( ) Dirty fingernails
        ( ) Ragged, broken fingernails
        ( ) Gaudy, colored fingernails

2. How you smell
        ( ) Body odor
        ( ) Need a bath
        ( ) Too much or too strong perfume
        ( ) Bad breath

4. How you dress...
        ( ) Inappropriate clothes
        ( ) Soiled suit or dress
        ( ) Clothes poorly fitted
        ( ) Wrinkled suit or dress
        ( ) Trousers or skirt baggy
        ( ) Dirty shirt
        ( ) Dirty collar or cuffs
        ( ) Dirty collar wrinkled or wilted
        ( ) Tie poorly or carelessly tied
        ( ) Tie crooked
        ( ) Tie wrinkled or dirty
        ( ) Soiled underclothing
        ( ) Missing buttons
        ( ) Visible runs in hose
        ( ) Hose seams crooked
        ( ) Unshined shoes
        ( ) Dirty or dusty shoes
        ( ) Broken shoe string
        ( ) Run-over heels on shoes
        ( ) To much or gaudy jewelry
        ( ) Torn gloves
        ( ) Dirty gloves
        ( ) Soiled or dusty purse
        ( ) Dirty handkerchief

3. How you act
   ( ) Awkward posture
   ( ) Stooped shoulders
   ( ) Slouchy or shuffling walk

REMEMBER..."Personality" is the "Mask" you present to others... if the "Mask" is not attractive most people won't bother to look under it! First impressions are important...They depend on what others see!

NUMBER OF CHECKS____________

PERSONAL HYGIENE
(Discussion to Accompany Attached Check List)

Bacteria are everywhere, particularly in our breath, on our hands and in our hair. No matter how clean we are or how carefully we handle food, some bacteria are bound to get in it. This means that we must do two things: first, guard against any more bacteria getting into the food than we can possibly help; second, keep the food under such conditions that the bacteria which get in it do not have the conditions of warmth, food, or moisture which they need to grow and multiply.

Measures we can take, divided into two parts:

1. Those things which we can do ourselves to keep from transferring any bacteria which may be on or in our bodies
2. Those things to prevent the growth of bacteria already in the food --this is called "Sanitation".

Two types of food poisoning -- one is chemical. It comes from materials which are poisonous getting into the food. Most common of these is poisons coming from various metals, lead and cadmium in particular. Our part in preventing this type of food poisoning is simple. See that food does not come in contact with the poisons.

Repeat---bacteria are everywhere. It is impossible to keep from getting some into the food with which we work. The trick is to keep the number as low as possible---so low that the cooking process or the body's normal mechanism for destroying small numbers of harmful bacteria will take care of it.

Our bodies have certain built-in mechanisms for destroying or getting rid of harmful bacteria. One of the most effective of these is the "pass through", by means of which many bacteria are eliminated from the body through the normal process of elimination. You would expect that the body wastes would be highly contaminated. That's right. They are. And that's why it is so important to WASH YOUR HANDS OFTEN...particularly after trips to the toilet.

Also, your body eliminates many bacteria from the nose, mouth, and throat by sneezing, and coughing. Cover your nose when sneezing and your mouth when coughing. Wash hands at once.

When you cut your hand, and it becomes infected, another mechanism acts to push out the invading bacteria---the pus which wells from a cut or a boil is loaded with the very type of bacteria which cause some 85% of all food poisoning. Avoid handling food with cuts or boils on your hands. Touching open sores on other parts of the body, or the hair, nose or mouth, then touching food transfers bacteria to the food. Wash hands often---particularly after touching the hair or any body opening. In fact, it is best not to handle food with your hands AT ALL!

Use CLEAN forks, dippers, spoons or tongs whenever possible.

Soiled or dirty uniforms, wiping utensils with soiled towels or rags, laying food on soiled tables or counters...in fact, bringing food in contact with any soiled or dirty surface brings danger of bacterial contamination. Don't forget, the food contaminated through your carelessness may be the very food YOU eat...as well as the guest. Would you want to be served food that had been carelessly handled in this manner?

Personal hygiene and cleanliness have another advantage to you, too. People judge each other when first meeting by the other person's appearance to a large extent. If that appearance is neat, clean and in good taste, others will want to know you better. It is the first step in being liked and being popular. On the other hand, a sloppy, dirty, appearance makes most people not want to know you any better, no matter what other good qualities you may have under the appearance.

GENERAL KITCHEN INSPECTION SHEET

(Please check the items that are complete on each day of the week)

STOREROOM

M	T	W	T	F

1. Are all orders put away on shelf or in refrigerator?
2. Are all dry towels removed from rack and wet ones spread out to dry?
3. Are any food items spilled on floor?
4. Has the floor been swept or is it in need of spot mopping?
5. Are mops washed and hung to dry?
6. Has mop sink been washed and cleaned; mop bucket emptied?
7. Has can opener been washed today?

WALK-IN

M	T	W	T	F

1. Are all items properly refrigerated and properly arranged? (were older items moved to the front when fresh items were received?)
2. Have any spills been cleaned up or any spoiled food discarded?
3. Are all vegetables, fruits, parsley, etc. washed and cleaned?
4. Is refrigerator floor clean?

SMALL STOREROOM

M	T	W	T	F

1. See that lids are closed on boxes or cans.
2. Spilled items should be cleaned up from shelf or floor.
3. Are boxes combined where possible, etc. (several boxes of sugar open; two boxes cocoa with just a little in each?)

COUNTER

M	T	W	T	F

1. Coffee urn cleaned.
2. Items in order under coffee urn.
3. All counter tops clean.
4. Hot counter "off" and drained and free of food particles.
5. Grill and area surrounding it cleaned.
6. Silverware returned to counter; free of water marks; properly displayed.

COUNTER - Continued

M	T	W	T	F	
					7. Clean area around silverware and trays
					8. Cleanliness and proper storage of items under all counter sections.
					9. Dishes and glassware properly stored in white cabinet.
					10. Items under coffee urn clean and in order.

MAIN KITCHEN

M	T	W	T	F	
					1. Has towel dispenser been filled?
					2. Hand sinks thoroughly washed and wall behind?
					3. Floor been thoroughly swept (look under equipment before checking)
					4. All sinks thoroughly cleaned and drained, drainboards clean of all items.
					5. Are all pots washed and none left on floor to soak?

BAKING AREA

M	T	W	T	F	
					1. Bakers table thoroughly cleaned and free of soil and greasy appearance.
					2. Proofing cabinet clean and pans removed.
					3. Are any left-over items left in proofing cabinet?
					4. Mixers cleaned off and free of food particles.
					5. Steam jacketed kettle clean.
					6. Table that holds kettle and area underneath clean.
					7. Proofing cabinet turned off.

GENERAL CLEAN-UP

M	T	W	T	F	
					1. All wall shelves cleaned; items returned.
					2. Pots and pans in order under tables and on rack.
					3. Dishwasher drained and strainers cleaned.
					4. Drainboard thoroughly cleaned and free of dishes.
					5. Booster heater and machine turned off. Door closed.
					6. Are all ovens and units turned off?

SALADS

M	T	W	T	F

1. Have all left-over salads been properly stored in containers?
2. All desserts removed from plates and covered properly?
3. Any preparation completed for the next day?
4. Are any spills or carelessness noted in salad area?
5. Are refrigerator doors thoroughly washed and free of fingerprints?
6. Are fruit items stored in appropriate containers? Covered?
7. Are salad greens washed a day in advance and left to drain in colander?
8. Did you observe dressing, salads, etc., left out during noon hour?

MEATS

M	T	W	T	F

1. Are meats properly stored?
2. Is slicer clean and area around?
3. Broiler?
4. Grill?
5. French fryer?
6. Top of stove and area on front clean?

VEGETABLE

M	T	W	T	F

1. Vegetable sink clean?
2. Steamer and table clean?
3. Potato peeler clean and free of odor?
4. Vegetable refrigerator in order and items stored on designated shelf?
5. All items covered and labeled?

SALAD PREPARATION AND SUGGESTIONS

Salads Offer Eye Appeal and Sales Appeal.

General Rules:

1. All ingredients should be FRESH, CRISP, COLD, DRY, AND CLEAN.
2. Refrigerate all salad materials and completed salads at all times except during making.
3. A salad served as a main course taking the place of a main dish should be large and substantial. One served as an accompaniment to a meal may be smaller to supplement the main dish.
4. Use sound, fresh fruits and vegetables.
5. Choose fruits at their prime ripeness for flavor.
6. Prepare as near serving time as possible.
7. Wash vegetables in ice water only until crisp.
8. Freshen vegetables in ice water only until crisp.
9. Drain all ingredients well.
10. Use good sharp tools. Dull knives crush rather than cut.
11. Cut vegetables on a cutting board. Sharp French knife is great aid.
12. Use scissors to cut and trim leafy vegetables.
13. Materials should be cut in large enough pieces to retain their identity. Exception: Cabbage is best shredded very thin. Hard to chew or tough vegetables should be cut or chopped fine.
14. Gelatine salads have as a base a tart fruited gelatin powder or a gelatin with an added tart flavor. Gelatin should be stiff but not tough and rubbery.
15. Refrigerate prepared vegetables in vegetable bags or air-tight containers.
16. Prepare salads as needed. Use assembly line for speed when serving large groups.

Salad Preparation and Suggestions (Continued)

17. Keep salads simple.

18. Consider combinations of color, flavor, and texture.

19. Do not flatten lettuce leaves, a leaf-cup is more attractive.

20. Pile ingredients high and lightly.

21. Do not overdo garnishes. Garnishes should be edible.

22. Add salad dressing just before serving. Dressing tends to wilt vegetables.
    Exception: Chicken, meat, fish, cooked vegetable may be marinated. Drain well before mixing.
    Chicken, meat, fish and potato salad improve on standing in dressing.

23. Mayonnaise dressing is best for fish, meat and poultry salads.

24. Cooked or French dressings are best for fruit or vegetable salads.

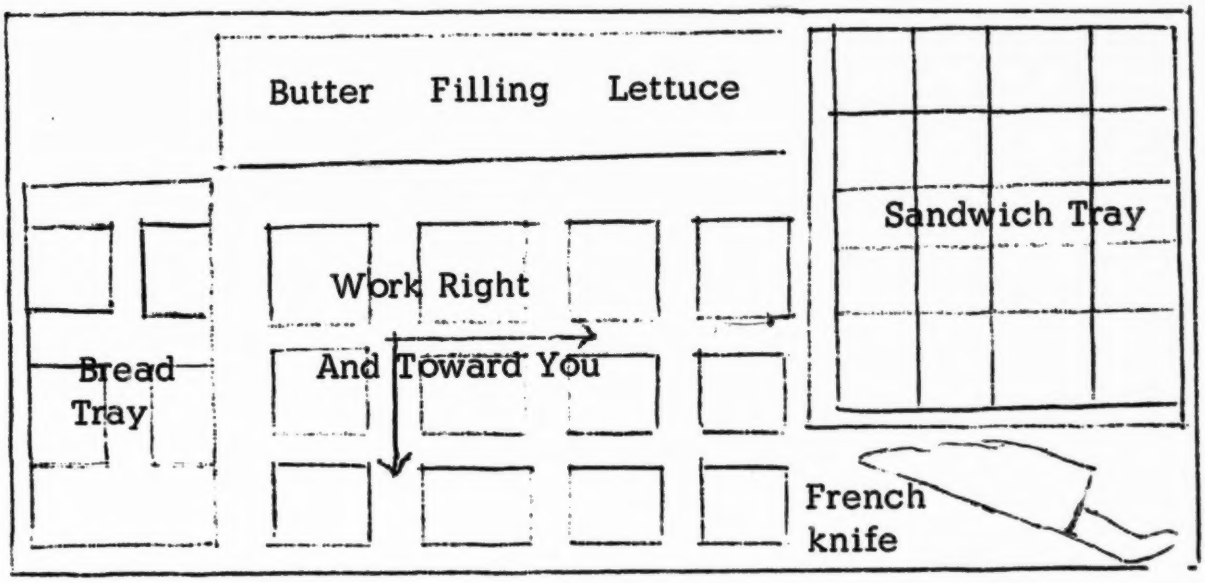
25. Whipped cream blends well with cooked dressing. Whipped sour cream adds flavor to salad dressings.

26. Serve salad dressing separately or on side whenever possible. Many guests prefer small amounts and some none.

27. Serve salads neatly on chilled plates.

28. Serve adequate size servings of salad and salad dressing.

PREPARING SANDWICHES [1]



OPERATOR

DIRECTIONS:

1. Place a service tray on the left side of the work area. With a sharp knife, cut the bread wrapper in two between the middle slices of each loaf. Place the half loaves, still in the wrapper, cut end DOWN on this service tray.

2. Remove the wrapper from one (1) half loaf by lifting it off, keeping the bread in a stack. Discard the heel pieces. Use the special container to keep them clean, as they will be used for dressing, bread crumbs, etc.

3. Place the container with your Creamed Butter just beyond and to the right of the bread tray. For spread type fillings, place the container, and the container of lettuce leaves to the right of that of sandwich filling. For sandwiches with solid fillings, such as lettuce, bacon and tomato, or ham and cheese, place the container of lettuce next to that of butter and the other materials to the right of the lettuce in order in which you will place them on the sandwich.

4. Place the short spatula in the butter container, a no. 24 dipper in the spread, or food tongs with the solid fillers, a sharp French knife handy to the right hand, and a 2nd service tray to the right of the French knife. Now start producing the sandwiches.

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[1] Welch, John M. Instructor's Guide, Accelerated Adult Training Program for the Quantity Food Services Industries. Flordia Restaurant Research & Development Foundation, 1958

Preparing Sandwiches (continued)

5. To the right of the bread tray and about 2 inches from the edge of the table nearest you, lay out 6 slices of bread in a straight line to the right with about 2 inches between slices. USE BOTH HANDS. Pick up three slices in each hand. Start with the left hand next to the bread tray and the right hand where the middle of the line will be. Drop one slice from each hand at the same time, move one space to the right with both hands and drop a second slice, move another space right and drop the third.
6. With BOTH HANDS, pick up 6 more slices and made a second line beyond the first, and about one (1) inch from it.
7. Repeat for a third and fourth line beyond the first two. When finished, you will have four lines, each with six slices.
8. Dip the short spatula in the creamed butter and pick up enough butter to butter four slices of bread. Start with the row next to the bread tray and the slice furthermost from you (nearest the butter container). Holding the slices with the left hand, spread butter from rear to front in one motion. Butter the slices in the left row from rear to front. Pick up more butter on your spatula, and repeat with the next row to the right, then with the next right, etc., until all are buttered.
9. For sandwiches with a spread filler, place one no. 24 dipper of filling on each slice in the second, fourth, and last rows from the left, working from rear to front (toward you) in each row in succession. With the short spatula spread the filling evenly to the edges of each piece of bread on which you put filling, working down each row toward you and from left to right as you did in buttering. Place a lettuce leaf on top of the filling in the same order in which you buttered, placed, and spread the fillings.
10. With BOTH HANDS, pick up two buttered slices from the fifth row and cap 2 filled slices in the last row. Repeat with the other two slices in the fifth row. Move to the first row and repeat, capping the second row. You are now at the left of the work surface.
11. Again using BOTH HANDS, place the sandwiches in the left row on top of those in the middle row, then the 2 sandwiches in the left row on top of those in the middle row, then the 2 sandwich stacks in the middle row and place on top of those in the last row to the right.

12. Pick up the sharp French knife with your right hand. Hold the stack of three sandwiches in the furthest line from you with your left hand and cut down through the stack diagonally (from corner to corner), and with a light, sawing motion. DON'T press down hard or crush bread. A serrated edge knife will help prevent packing of bread.

13. Using both hands, pick up the stacks of three sandwiches from back to front, placing each stack on the right side of the service tray to the right of the work surface. This will give you a row of sandwiches three high and four deep on the tray. DON'T stack higher or you will crush the sandwiches when cutting.

14. Return to step no. 10, lay out another set of slices and make a 2nd row in the middle of the tray. Repeat a third time, and the tray is full with three rows of 12 or 36 sandwiches.

15. Cover sandwiches with a clean damp cloth until ready to serve, or until sandwiches can be individually wrapped. The paper should be labeled before wrapping.

16. Refrigerate until ready to serve.

RULES FOR COOKING VEGETABLES

Fresh Vegetables

Prepare and cook vegetables as near serving time as possible.

Prepare vegetables in whole or as large pieces as possible to preserve minerals and vitamins.

If cut, pieces should be uniform in size so cooking time will be the same.

Cook vegetables in skins whenever possible.

Cook vegetables in small quantities. Have freshly cooked vegetables available for serving every 15-20 minutes. (especially green vegetables)

Cook vegetables in small amounts of boiling water, just enough to cover. (Allow 2 teaspoons of salt per quart of water.) Addition of small amount of sugar to cooking water improves the flavor of many vegetables.

Never add soda.

Cook vegetables gently to retain shape. When vegetables begin to boil, reduce heat.

Do not overcook. Cook in as short a time as possible.

Use time table for cooking vegetables as a guide. The time required depends upon the age, size of pieces, amount of water, temperature of cooking water when vegetable is added, quantity being cooked, and size of utensil.

Cook leafy and green vegetables--spinach, green string beans, peas, etc.--uncovered in as short a time as possible to retain green color.

Cook strong vegetables--cabbage, onions, brussel sprouts, etc. uncovered in a large amount of water. Overcooking produces an objectionable flavor and dark color.

Cover older mature vegetables to speed up cooking so they absorb more water.

Cook broccoli and cauliflower with stem end down if possible.

Cook asparagus tied in loose bundles; stand with spear end up in narrow container.

Rules for Cooking Vegetables (Continued)

Vinegar added to cooking water of red colored vegetables--beets, red cabbage--will help retain their red coloring. (Allow 1 tablespoon to 1 quart water).

Cook eggplant as soon as prepared to prevent discoloration. Covering with salt water will retard discoloring.

Use any excess liquids in soups, gravies, cream sauces, etc.

Serve as soon as possible.

PREPARATION OF VEGETABLES

Leafy vegetables	Wash in at least 3 changes of cold water to remove dirt and sand particles. First of these washings should be a soak for about 1/2 hour in cold salted water, one (1) tablespoon of salt to each quart of water used for the purpose of expelling insects and worms. Lift greens from wash water, rather than letting the water run out. In this way the dirt and grit on the leaves will settle to the bottom of the washing sink and still not be turned back with the leaves into the next wash water. After vegetables have been washed clean, keep in a cool storage place until ready for cooking. Drain off excess water and store in large plastic bags to retain crispness.

FACTORS AFFECTING TIMING OF COOKING

1. Maturity of vegetables
2. Variety (dried, dehydrated, frozen, fresh)
3. Way prepared for cooking (style and size of cut)
4. Manner of placing vegetables in the pan or utensil
5. Whether cooking containers are solid
6. Size and quantity being cooked at one time

INTERESTING WAYS OF SERVING VEGETABLES

With almonds, slivered
With bacon bits
Glazed, gingered, pickled for variety
Seasoned with herbs
With mushrooms
With onion rings
In sauces such as cream, brown almond, cheese,
curry, hollandaise, mushroom,
onion, parsley, or pimento
Stuffed when possible

USES FOR PLANNED-OVER VEGETABLES

Vegetable soup
Cream soups
Chowders
Escalloped or creamed dishes
Souffles or omelets
Meat balls, meat loaves, croquettes, etc.
Stew, meat pies, meat biscuit rolls, etc.
Meat and vegetable sauces
Gelatin and vegetable salads

SEASONINGS

In addition to salt, taste can be brought out by the use of monosodium glutamate added with the salt in the cooking liquid. Use the cooking liquid or water in making sauces to be used on the vegetables whether a cream sauce or butter sauce.

The stems, other leaves and other discards from the preparation may be used in making soup stock.

Cooking leafy vegetables with diced bacon or ham, pork or ham bones increases flavor. In this case, use the cooking water without butter as a sauce.

Lemon juice and vinegar are popular with some leafy vegetables.

POINTS TO REMEMBER WHEN COOKING MEAT IN QUANTITY[1]

Shrinkage during cooking results from:

1. Evaporation, or the loss of water and other volatile substances from the surface of meat as it cooks.
2. Pan drippings, or the loss of fat, water, salts and extractives which accumulate in the utensil as the meat cooks.

Factors affecting shrinkage are:

1. Cooking method
2. Degree of doneness

Low temperatures in meat cookery mean:

1. Less shrinkage of meat
2. More servings available
3. Less fuel consumed
4. Easier control in cooking process
5. Less watching involved
6. Retention of nutritional values
7. Appetite appeal and palatibility

Cooking time is affected by:

1. Cooking temperature
2. Size and shape of cut
3. Style of cut
4. Oven load
5. Quality of meat

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[1] National Livestock and Meat Board

Points to Remember when Cooking Meat in Quantity (Continued)

6. Ageing of meat
7. Doneness desired

DEEP FAT FRYER

HOW TO USE

1. The fat should cover the uppermost coil at all times when fryer is in operation.
2. Turn switch "on".
3. Set thermostat at desired temperature. Temperature at 400 Degrees will burn fat.
4. Do not overload basket. Frozen food items or heavy items such as chicken will stick together if too many pieces are placed in the basket at the same time.
5. Have food as free of moisture as possible before frying. Excess moisture causes fat to foam, spatter, or boil over. It also causes some fats to break down and shorten their usual life. Salt will also break down fat.
6. Turn "off" when not in use.
7. Avoid excess breading from accumulating in fat by shaking off excess breading in strainer or colander before placing food in fryer.
8. Do not lower basket into fryer until light goes off. This indicates the fat has heated to the desired temperature indicated on the thermostat.
9. Frying temperature will vary with size and temperature of food pieces and the amount of food placed in the fryer at one time. If overloaded, food may become grease soaked. If food is frozen, use lower temperatures listed and allow additional cooking time.
10. Vegetables breaded before cooking should be drained on absorbant paper after cooking to eliminate any excess fat.
11. Vegetables should be deep fat fried in small batches just prior to serving and replenished as needed. Holding on steamtables wilts a crisp, french-fried vegetable rapidly.

CLEANING

1. Regular draining and cleaning necessary.

2. The heating element should be turned off.

3. Cool fat at 150 degrees

4. Drain fat out of fryer (before returning wash container and baskets).

5. When elements and container appear "gummy", follow this procedure:
    1. Remove fat
    2. Fill to fat level with hot water
    3. Add 1 cup vinegar
    4. Add 1/2 cup dishwashing detergent
    5. Turn on heating element and bring to boil; boil 5-10 minutes.
    6. Clean; rinse twice

SAFETY

1. Do not turn temperature to 400 degrees.

2. Do not throw water on a fat fire. Replace metal cover.

3. Drain water or moisture off food before placing in fryer.

4. Avoid overloading.

5. Clean up any grease on floor immediately

6. Practice safety when transferring fat.

PREPARING FOOD FOR DEEP FAT FRYING

LIGHT COATING

1. Dip prepared food in milk
2. Drain
3. Dredge with seasoned flour
   - 1 # flour
   - 2 T. salt
   - 1 t. pepper
   - 1 t. Accent

EGG & CRUMB

1. Dip prepared food in flour (may omit) Then dip in mixture of egg and milk or water
   - (2 eggs to 1 cup milk)
2. Drain and roll in crumbs; or cracker meal or breading (Golden Dip)...or combination
   - (12 oz. crumbs/ 50 servings)

BATTER

1. Dip prepared food in batter of the following proportions:

50 Servings Most Items

Flour	12 oz.
Salt	1 1/2 tsp.
Baking Powder	2 tsp.
Fat, melted	3 T.
Milk	2 cups
Eggs, well beaten	6

DEEP FAT FRYING TEMPERATURE

NOTE: FRYING TEMPERATURE WILL VARY WITH SIZE AND TEMPERATURE OF FOOD PIECES AND THE AMOUNT OF FOOD PLACED IN THE FRYER AT ONE TIME. OVERLOADING OR BREAKDOWN OF FAT MAY CAUSE GREASE SOAKED FOOD. ADDITIONAL COOKING TIME MAY BE NECESSARY FOR FROZEN FOOD.

PRODUCT	PREPARATION	TEMP.	APPROX. FRYING TIME
Chicken	Light coating-egg-crumbs	325	12-15 min.
Cutlet (1/2")	Egg and crumb	325-350	5-8 min.
Shrimp	Batter or egg/crumb	360-375	3-5 min.
Fish	Egg and crumb	375	4-6 min.
Croquettes	Crumbs/breading	360-375	2-5 min.
Eggplant	See recipe	375	4-6 min.
Onion rings	Batter	350	3-4 min.
Potatoes	Complete fry	365	6-8 min.
	Browning	375	2-3 min.
	Frozen	375	2-3 min.
	Blanching	350	3-5 min.
Doughnuts		360-375	3-5 min.

DIRECTIONS FOR MAKING COFFEE

TEMPERATURE GAUGE MUST REGISTER 180-190 DEGREES

1. Draw water from the coffee urn and discard. Rinse thoroughly.

2. Remove urn bag from water and place in top of coffee urn. (Bag kept in pan of water underneath sandwich unit)

3. Pour in right amount of coffee evenly over the bottom of bag.

4. Pour 1 cup (8 oz.) cold water over coffee grounds.

5. Draw water from center tank measuring the amount needed.

6. Pour slowly in a slow circular motion over coffee until all water has been poured over coffee.

7. Allow all water to drip through grounds. When they appear somewhat dry, remove bag from top of urn and place on a brown tray. Turn contents into garbage can being careful not to touch garbage can since this bag will be used again. Rinse thoroughly under faucet of pot and pan sink provided it is not being used. Do not lower bag in sink.

8. Place in pan of cold water and leave in cold water in refrigerated area of sandwich refrigerator. This prevents bag from becoming sour and picking up other food odors.

9. Draw coffee from urn and pour back in top of urn twice to blend flavor.

10. Turn handles (spouts) on front of urn to indicate that coffee is available.

PROPORTIONS FOR MAKING COFFEE

COFFEE	WATER 180-190 DEGREES	APPROX. NO. CUPS
8 oz. (1/2 bag)	1 1/4 gal. (1 1/4 - 1 1/2 gal.)	22
16 oz. (1 lb.)	2 1/2 gal. (2 1/2 - 3 gal.)	40-45

DAILY CLEANING OF COFFEE URN

1. Rinse urn with water and brush out to remove all sediments of coffee from sides and bottom of urn. Rinse twice or until water is clear.

2. Urn should be rinsed thoroughly before remaking coffee during the day.

3. Leave 1 gallon of water in each side of the urn after coffee has been removed.

4. Turn temperature gauge down to 100 degrees for overnight. Turn off on weekend.

5. Clean outside of urn and surrounding area. Clean up any spills regularly around urn.

WEEKLY CLEANING SCHEDULE FOR COFFEE URN

*1. Use urn cleaner compound following directions on package. Mix thoroughly and allow to stand about 30 minutes.

2. Clean glass gauge, faucet, plugs, etc. using long wire handle brush and the heavier brush with wood handle for the inside of urn. Scrub thoroughly to remove film.

3. Rinse inside of urn 4 times with hot water, scrubbing each time. DRINKING URN CLEANER COULD BE FATAL. ALWAYS COVER FAUCET WITH MARKER TO INDICATE THAT URN IS BEING CLEANED AND DOES NOT CONTAIN COFFEE.

   Repeat rinsing until all traces of foreign odor and cleaning solution are removed.

4. Leave a gallon of fresh water in urn to prevent overheating of urn.

5. Urn should be turned "off" over the weekend and turned down to 100 degrees during week nights.

6. Clean outside of urn and counter. Remove drain inset for cleaning.

7. Replace urn bag if needed. If replaced, bag should be rinsed in boiling water to remove sizing from material.

*Urn may be cleaned periodically by the following method:
1 cup baking soda in each gallon of boiling water
Let set in the urn for 15 minutes. Occassionally brush
contents around sides. Drain. Rinse 3 times.

SCORE SHEET FOR BREAD

External	Ideal Score	Actual Score	Penalized For (Check item most descriptive)	
Volume	10		Too small Too large	
Color of Crust	8		Not uniform Light Dark Dull	Streaked
Shape	4		Low ends Protruding crusts Uneven top Shrunken sides	Low Side Low Middle Flat Top Small End
Evenness of Bake	4		Light side Light bottom Dark bottom "Spotty" bottom	Light End (Loaf)
Crust	4		Thick Tough Blisters	Hard Brittle
Sub Total	30			
Internal				
Grain	10		Open; coarse Non-uniform Thick cell walls Holes	
Color of Crumbs	10		Gray Dark	Streaked Dull
Aroma	10		Lack of aroma Strong aroma	Musty Sharp

Score Sheet For Bread (continued)

Internal	Ideal Score	Actual Score	Penalized For (Check item most descriptive)	
Taste	20		Flat; salty Sour Unpleasant after-taste	Doughy Dry, Tough Gummy
Texture	20		Rough-harsh Lumpy, Coarse Crumbly	Ridged, too loose too compact
Sub Total	70			
Total Score	100			

GELATIN - Principles, Handling and Uses

Source:

Gelatin comes from the cartilage, bones and skins of animals. It is closely related to glue, but is purified and made under very sanitary conditions. It is high in food value, practically entirely protein.

Form:

Available in powdered form. It disperses in hot water, and forms a firm gel upon cooling. Gelatin disperses very slowly in hot water. However, if first dissolved in a small amount of cold water, it disperses very rapidly. Therefore, to use, we keep out of the total amount of water or juice a small amount of cold liquid, in which to dissolve the gelatin. Heat the remainder of the liquid to just boiling, (too high temperature can toughen proteins) and add to the gelatin.

Temperature:

Gelatin will not gel or harden at room temperature. It is best prepared a day in advance in order that it will retain form when served.

General Steps in preparing gelatin dishes:

1. Soak the gelatin in a small amount of the cold liquid (water, stock, etc.) until it swells.

2. Disperse by adding the hot liquid to the cold mixture.

3. For desserts or plain gelatin, add other liquids. Refrigerate until the mixture becomes somewhat heavy in consistency and coats a spoon. Pour into molds and add fruits or vegetables, or whip, either plain or with added ingredients, such as egg white or whipped cream, then mold. Chill to set.
   For glazes, allow to chill to syrupy consistency, then either:
   a. Coat inside of chilled mold, decorate, rechill, coat again to hold decorations in place, and fill with other ingredients, or
   b. Coat chilled food with syrup, chill, dip decorations in syrupy gel and stick in place on food, rechill and overcoat.

4. Chill thoroughly.

5. Unmold, when molds are used they may be loosened by running cold water over mold and shaking gently to loosen from mold. A knife or other blunt instrument will damage the appearance of gelatin.

Gelatin - Principles, Handling and Uses (Continued)

POSSIBLE CAUSES OF DIFFICULTY

DIFFICULTY	CAUSE
Mixture does not harden	Too little gelatin Gelatin not completely dispersed Fresh, uncooked pineapple added
Mixture too stiff	Too much gelatin Mixture very cold
Mixture uneven	Stirred or mixed after it began to set
Fruits and Vegetables float	Added before mixture was thick enough
Layer of plain jelly at bottom of mold of whips, sponges or creams	Not whipped long enough Partially melted after whipping
Poorly shaped	Mixture not stiff enough Dipped into too warm water in unmolding

ORDINARY CAKE FAULTS AND THEIR CAUSES

PROBLEMS	BUTTER-TYPE CAKES	SPONGE-TYPE CAKES
Hard Top Crust	Temperature too high Overbaking	Temperature too high Overbaking
Sticky Top Crust	Too much sugar Insufficient baking	Too much sugar Insufficient baking
Humped or Cracked Top	Too much flour Too little liquid Overmixing Batter not spread evenly Temperature too high	Too much flour or sugar Temperature too high
One Side Higher	Batter not spread evenly Uneven pan Pan too close to side oven Oven rack or range not level Uneven oven heat	Uneven pan Oven range or rack not level
Soggy Layer at Bottom	Too much liquid Underbeaten eggs Shortening too soft Undermixing Insufficient baking	Too many eggs or egg yolks Underbeaten egg yolks Undermixing
Fallen	Too much sugar, liquid, leavening or shortening Too little flour Temperature too low Insufficient baking	Too much sugar Overbeaten egg whites Underbeaten egg yolks Use of greased pans Insufficient baking
Coarse Grain	Use of improper flour Too much leavening Shortening too soft Insufficient creaming Undermixing Temperature too low	Use of improper flour Omitting cream of tartar (angel food) Undermixing
Tough Crumbs	Too much flour Too many eggs Too little sugar or Shortening	Too little sugar Overbeaten egg whites Underbeaten egg yolks Omitting cream of tartar (angle food)

Ordinary Cake Faults and Their Causes (continued)

PROBLEMS	BUTTER-TYPE CAKES	SPONGE-TYPE CAKES
Tough Crumbs (con't)	Overmixing Temperature too high	Overmixing Temperature too high Overbaking
Heavy, Compact	Too much liquid or shortening Too many eggs Too little leavening or flour Overmixing Temperature too high	Overbeaten egg whites Underbeaten egg yolks Overmixing
Crumbled, Fallen Apart	Too much sugar, leavening, or shortening Undermixing Improper pan treatment Improper cooling	

COOKIE DEFECTS AND CAUSES[1]

DEFECTS	CAUSES
Lack of Spread	Too fine a granulation of sugar Adding all of sugar at one time Excessive mixing, causing toughening of the flour structure or breaking down of sugar crystals or combination of both Not enough baking soda Oven too hot
Excess Spread	Excessive sugar Too soft a batter consistency Excessive pan grease Too low an oven temperature Excessive or improper type shortening Too much soda
Fall during baking	Excess baking powder or soda Too soft a batter Wrong flour Improper size
Tough Cookies	Insufficient shortening Overmixing batter Too much flour
Sticks to Pans	Too soft flour Excessive eggs Too much sugar Sugar spots Unclean pans
Lack of Flavor	Pan unclean Overbaking Too much soda (dull dark color) Cooling too quickly Improper storage

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[1] Food Operations Reference Manual. Navy Subsistence Office, Bureau of Supplies and Accounts, NAVSANDA Publication 421, 30 October, 1964. Supt. of Documents, U. S. Govt. Printing Office, Washington, D.C. 20402

PIE CRUST

Vegetable shortening or lard is best fat for pie crust.
Butter makes a browner crust, flaky, usually less tender.
Melted fat makes tender crust but crumbly rather than flaky.
Success of crust---depends upon separating the particles of flour by fat to prevent development of gluten (gooey, elastic-like consistency). Must not only be separated but kept separated. Only sufficient water is added to make a workable dough. Work quickly and lightly.

Equipment-Important steps	Procedure
Large mixer (dough-hook attachment)	Blend fat, flour with mixer at low speed until fat is dispersed in flour about the size of peas. Dissolve salt in water (cold). Add slowly to mixture and blend. Press together and chill in refrigerator.
Dough Cutter--Scales	Scale off 6 oz. portion for crust.
Pastry Board or Bakers Table	Flour board or table lightly. Place scaled portion in center of floured space. Roll out in circular form so dough is of even thickness and will fill a pan with 3/4 in. overlap for bottom crust or 1/2 in. over-lap for pie that will have a top crust
	Don't handle, knead or reroll unnecessarily
Single Crust	Place dough in center of pan. May be rolled over rolling pin or over palm of hand to transfer to pan. Flute edges Trim off excess dough Prick bottom with fork. Bake at 425° F. about 10 minutes.

Pre-cooked Fillings	
Custard type pies Etc. - Pumpkin Custard	Filling baked directly in uncooked crust. Do not prick bottom.
Two temperature methods	
High Temperature	Bake at higher temperature (450° F. for 10 min.)
Lower Temperature	Bake at lower temperature (350° F. 30 - 40 min.) or for remainder of cooking time.
	Purpose - prevents soaking of crust prevents curdling
Test for Doneness	Insert knife edge into center. Clean edge when removed indicates filling has set.
Two crust pies	Fill lower crust with fruit Roll out upper crust
Upper Crust	Cut slots or design into top crust.
Lower Crust	Brush rim of lower crust with cold water.
	Place upper crust on pie; crimp upper and lower crust together at rim.
Glaze	Top crust may be brushed with egg or milk mixture.

Characteristics of a Good Pastry	Crisp Tender Well-browned Rough appearance Tender and easily cut with a fork
Problems in Making Pastry	Dry dough, hard to work with Tough pastry Shrinkage or buckling of pastry Soggy crust

ORDINARY PIE FAULTS AND THEIR CAUSES

PROBLEMS	CAUSES
PIE DOUGH	
Stiff	Not enough shortening Not enough liquid Too much flour
Crumbly	Over mixed Too much shortening Improperly mixed Not enough liquid
Tough	Over mixed Not enough shortening Improperly mixed Too much flour
BAKED CRUST	
Shrinkage	Over mixed Not enough shortening Too much liquid Overworking dough Improper amount of flour
Solid crust	Improper shortening, flour Too much liquid Baking temperature too low
Too light in color	Baking temperature too low
Tough	Over mixed; overworked dough Not enough shortening Too much liquid Improper amount of flour
TWO-CRUST PIE	
Unbaked crust bottom	Improperly mixed No bottom oven heat Excess acidity in filling Wet pie pans

Boiling or filling (During baking)	Baking temperature too low
	Excess acidity in filling
	Hot filling used
	Lack of openings in top crust
	Improperly sealed crust
	Filling too thin
Crust sticking to pan	Insufficient shortening
	No bottom oven heat
	Wet pie pans
	Boiling over of filling
Crust soaked on bottom	Too much shortening
	No bottom oven heat
	Baking temperature too low or too high
	Excess acidity in filling
	Hot filling used, too thin
	Too much sugar
	Boiling over of filling

MERINGUE

Watery Weeping	Improper mixing
	Baking temperature too low
	Too much or too little sugar
	Watery egg whites
	Not beaten firm enough
Tough	Improperly mixed
	Baking temperature too high
	Not enough sugar

FOOD SERVICE SAFETY

Studies show that the greater portion of accidents to food service workers are caused simply by carelessness and by not keeping our minds on what we are doing.

Also, accidents are caused either by not knowing the right way to do things, or, if we do know, deliberately or thoughtlessly doing things the wrong way.

Below are classified the kinds of accidents and how to avoid them:

TYPES OF ACCIDENTS	HOW TO AVOID
1. Cuts	1. Provide a safe, convenient place for keeping knives and sharp edged tools. Never place in sink or loose in drawer. Wash and store immediately after using. Handle knives carefully. Hands should be dry to prevent slipping. Cut down with knife on cutting board. Never cut toward hands, body or on table. Carry knives carefully through kitchen. Do not carry them pointed toward someone but in hand at side. Use equipment only after proper training. Follow directions carefully. Disconnect electricity immediately after use. Handle broken dishes, bottles, etc. with caution. Do not "fish" for broken glass or china in sink. Avoid using glass or china for things which may result in pieces breaking in your hand or in food. Beware of reaching into trash can.

Food Service Safety (continued)

2. Burns	2. Believe that every pot and pan is hot. Use heavy, dry pot holders at range area. Life pan covers so as to prevent steam burning hands and face. Tip pot covers open at rear (away from you). Keep handles away from aisles. See that pots are securely placed. Dry wet foods before deep fat frying. Avoid splashing hot liquid or food. Never fill kettles full. Pour hot water over food; never drop food into hot water. Avoid overheating fat. Cover flaming fat with metal cover, salt soda, or sand. DO NOT USE FLOUR OR SUGAR. Learn hot to operate trunion kettle and steamer. Follow safety precautions with them. Get assistance in handling heavy, hot utensils...and watch where you are going with them. Keep fire extinguisher and fire blanket in handy place. Do not run if clothes catch on fire. Smother flames with blanket
3. Falls and Collisions	3. Walk, don't run. Watch where you are going. Wear low-heeled shoes kept in good condition. Keep shoe strings tied.

Food Service Safety (continued)

Falls and Collisions	Keep floors clean and dry. Wipe up spilled foods or liquids immediately. Keep floors and aisles clear of obstructions of all kinds...including open oven doors. Use sturdy step stool or ladder. Never use a box, crate or chair. Don't overreach. Don't block your view...see where you are going.
4. Strains	4. Don't try to carry too heavy loads. Lift properly...with leg muscles, not the back. Don't turn or twist the body while lifting...move your feet. Carry loads on shoulder, if you must carry.
5. Shock	5. Never use or tamper with any equipment that has worn cord. Be sure floor on which you are standing and hands are dry before touching electrical equipment.

REMEMBER

Provide first-aid to any injury, no matter how small, to avoid infection.

ALSO...

That every accident slows down the smooth flow of service...so important to the reputation of the place where you earn your living.

VARIED METHODS OF PREPARING COMMON FOODS

I. Potatoes
  A. Sweet
    1. Candied
    2. Baked
    3. Sugared
    4. Pan fried
    5. Honeyed
    6. Roasted
    7. Glazed
    8. Browned
    9. Sauted
    10. Boulangere
    11. Grilled
    12. Whipped
    13. In orange shells
  B. Irish, Idaho, and Bakers
    1. Whipped
    2. Parsley
    3. Rissole
    4. Browned
    5. Baked
    6. Paprika
    7. Bermuda
    8. Escalloped
    9. Parisienne
    10. Grilled
    11. Shoestring
    12. Longbranch
    13. Duchesse
    14. Riced
    15. Cream whipped
    16. Buttered
    17. Roast
    18. Sauted
    19. Lyonnaise
    20. Steamed
    21. Au gratin
    22. French fried
    23. Delmonico
    24. Julienne
    25. O'Brien

Varied Methods of Preparing Common Foods (con't)
Potatoes:

        26. Cottage fried
        27. Chateau
        28. Snowflake
        29. Creamed (in white sauce)
        30. Stuffed

II. Sandwiches
    A. Peanut butter combinations
        1. Peanut butter, fig, and raisin
        2. Peanut butter and orange marmalade
        3. Peanut butter and banana
        4. Peanut butter and pickle
        5. Peanut butter and onion
    B. Egg sandwiches
        1. Egg salad sandwiches
        2. Fried egg
        3. Hard cooked egg with seasonings and pickle
    C. Cheese and/or cheese combinations
        1. American (mild cheese)
            a. Plain
            b. Toasted
        2. Swiss on rye
        3. Parmesan
        4. Cream cheese
            a. With seasonings
            b. With dates
            c. With nuts
        5. Cheese and anchovy
        6. Cheese and banana
        7. Cheese and orange marmalade
        8. Cheese and onion
        9. Roquefort cheese sandwiches
    D. Olive and nut sandwiches
    E. Meat and/or poultry filled sandwiches
        1. Sliced chicken sandwiches
        2. Chicken salad sandwiches
        3. Ham and celery sandwiches
        4. Chicken and dill pickle sandwiches
        5. Chicken and liver sandwiches
        6. Chicken and tongue sandwiches
        7. Beef salad sandwiches
        8. Sliced beef sandwiches

Varied Methods of Preparing Common Foods (con't)

      9. Sliced ham sandwiches
      10. Ham salad sandwiches
      11. Ham and anchovy sandwiches
      12. Liver and bacon sandwiches
      13. Bacon and tomato sandwiches
      14. Mutton or lamb sandwiches
      15. Tongue sandwiches
      16. Tomato and tongue sandwiches
      17. Veal sandwiches
   F. Fish filling
      1. Salmon salad
      2. Tuna fish salad
      3. Flaked fish sandwiches
      4. Anchovy and olive sandwiches
      5. Caviar sandwiches
      6. Crab or lobster sandwiches
      7. Sardine sandwiches
   G. Vegetable fillings
      1. Cucumber sandwiches
      2. Bermuda onion sandwiches
      3. Orange and Bermuda sandwiches
      4. Pimento and anchovy sandwiches
      5. Radish and ham sandwiches
      6. Tomato and lettuce sandwiches
      7. Watercress sandwiches
   H. Hot sandwiches
      1. Hot dog
      2. Hamburgers
      3. Grilled cheese sandwiches
      4. Chicken club sandwiches
      5. Grilled tongue and egg sandwiches
      6. Country club sandwiches
      7. Hot biscuit (ham biscuit; sausage biscuit)
      8. Cheese and tomato
      9. Ham or bacon and cheese
      10. Hot corned beef sandwiches
      11. Hot roast beef sandwiches
III. Salads
   A. Fruit
      1. Frozen fruit salad
      2. Fresh fruit salad (plain)
      3. Fresh fruit salad (with shredded coconut)

Salads (con't)

4. Cherry salad
5. Alligator pear (avacado) and grapefruit salad
6. Apricot and banana salad
7. Banana and nut salad
8. Waldorf salad
9. Coconut, celery, and apple salad
10. French fruit salad
11. Pear and cherry salad
12. Pineapple-pear salad
13. Pineapple (or pear) and Philadelphia cream cheese salad
14. Pineapple (or pear) and cottage cheese salad

B. Vegetable
   1. Green bean salad
   2. Cabbage salad
   3. Cabbage, pineapple, and marshmallow salad
   4. Califlower slaw
   5. Cabbage slaw
   6. Carrot-raisin salad
   7. Cauliflower-shrimp salad
   8. Cress salad
   9. Cress and walnut salad
   10. Cucumber salad
   11. Tomato and cucumber salad
   12. Tomato and cottage cheese salad
   13. Head lettuce wedges
   14. Potato salad
   15. Green pea and almond salad
   16. Tomato and celery salad
   17. Tomato and jelly salad
   18. Asparagus and pimento salad

C. Meat, fish, or poultry salad
   1. Turkey salad
   2. Chicken salad
   3. Crab salad
   4. Lobster salad
   5. Tuna fish salad
   6. Salmon salad
   7. Spinach and ham salad
   8. Escarole bowl - chicken liver dressing

Varied Methods of Preparing Common Foods (con't)

IV. Pies
    A. Cobblers
        1. Cherry
        2. Peach
        3. Apple
        4. Blackberry
    B. Pan pies
        1. Strawberry
        2. Blackberry
        3. Apple
        4. Apricot
        5. Blueberry (huckleberry)
        6. Mince
        7. Cherry
        8. Pumpkin
        9. Peach
        10. Plum (Damson)
        11. Raisin
        12. Sweet potato
        13. Chess
        14. Custard
        15. Coconut cream
        16. Chocolate cream
        17. Caramel custard
        18. Black bottom
        19. Lemon cream
    C. Refrigerator pies
        1. Lemon ice-box
        2. Chocolate ice-box
    D. Chiffon pies
        1. Lemon chiffon
        2. Chocolate chiffon
        3. Pineapple chiffon
V. Soups
    A. Clear
        1. Bouillon
        2. Beef, lamb broth
    B. Vegetable, vegetable/meat, and fish soups
        1. Rice or barley soup
        2. Chicken soup
        3. Chicken-rice soup
        4. Turkey soup

Varied Methods of Preparing Common Foods (con't)

    5. Oyster stew
    6. Cream of celery
    7. Cream of tomato
    8. Cream of potato
    9. Cream of onion
    10. Cream of mushroom
    11. Navy bean soup
    12. Clam chowder

VI. Fish
  A. Fried - broiled - baked
    1. Perch
    2. Pike
    3. Trout
    4. Bass
    5. Cod
    6. Spanish mackerel
    7. Red snapper
    8. Catfish
    9. Shrimp
    10. Lobster
  B. Fish loaf
    1. Salmon
    2. Tuna
    3. Oyster

REFRIGERATION CHART

SHOULD NOT BE KEPT BELOW 30 ^{0} F

1. Apples
2. Apricots
3. Beans - Green - Lima
4. Beets
5. Broccoli
6. Cabbage
7. Cantaloupe
8. Carrots
9. Cauliflower
10. Celery
11. Cheese
12. Cherries
13. Coconuts
14. Eggs
15. Garlic
16. Grapefruit
17. Grapes
18. Kale
19. Lettuce
20. Mushrooms
21. Onions
22. Oranges
23. Parsnips
24. Peaches
25. Peppers
26. Pears
27. Plums
28. Radishes
29. Spinach
30. Turnips
31. Watermelon

SHOULD NOT BE KEPT BELOW 40^0 F.

1. Asparagus
2. Avacados
3. Corn, (fresh)
4. Cucumbers
5. Egg plant
6. Limes
7. Olives
8. Pineapple
9. Potatoes, (white)
10. Summer squash
11. Tomatoes

SPECIFIC TEMPERATURES FOR REFRIGERATION CHART

1.	Beans, (Navy)	60°-60°
2.	Bananas	50°-60°
3.	Berries	32°-36°
4.	Brussels Sprouts	32°-36°
5.	Butter	32°-36°
6.	Canned fruits	50°-60°
7.	Canned vegetables	50°-60°
8.	Canned meats	32°-36°
9.	Cereals	50°-60°
10.	Currants	32°-36°
11.	Dried fruit	32°-36°
12.	Figs	32°-36°
13.	Fish, (frozen)	0°-5°
14.	Fish, (fresh)	30°-34°
15.	Flour	50°-60°
16.	Game	32°-36°
17.	Hams	32°-36°
18.	Lard	32°-36°
19.	Lemons	50°-60°
20.	Meats, (fresh)	32°-36°
21.	Meats, (frozen)	0°-5°
22.	Meats, (smoked)	32°-36°
23.	Meats, (pickled)	32°-36°
24.	Nut meats	32°-36°
25.	Oleomargarine	32°-36°
26.	Potatoes, (sweet)	50°-60°
27.	Poultry, (dressed)	32°-36°
28.	Poultry, (frozen)	0°-5°
29.	Pumpkins	50°-60°
30.	Raisins	50°-60°
31.	Sugar and syrup	50°-60°
32.	Winter squash	50°-60°

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GLOSSARY

MENU TERMS

A la (ah lah)	In the mode or fashion of, to the, or in, as in la Creme, with cream A la Moutrade, in mustard.
A la carte	On the menu, but not part of a complete meal, usually prepared as ordered.
A la king	Served in cream sauce containing green pepper, pimento and mushrooms.
A la mode	Topped with ice cream.
A la Newburg	Creamed dish with egg yolks added, originally flavored with lime and/or sherry.
Amandine	Served with almonds.
Au Gratin (o'grat-on)	Made with crumbs, scalloped. Often refers to dishes made with a cheese sauce. Acceptable way to serve left-over vegetables.
Au jus (o'zhus)	Meat served in its natural juices or gravy.
Bavarian Cream	A gelatin dish into which whipped cream is folded as it begins to stiffen.
Bisque (bisk)	A thick soup usually made from fish or shellfish. Also a frozen dessert, ice cream with finely chopped nuts.
Consomme (con-so-may)	A clear soup usually made from 2-3 kinds of meat.
Creole (kre'ol)	Relating or peculiar to the Creoles, made with tomatoes, peppers, onions, and other seasonings. Applies to soups, garnishes, sauces, etc. so prepared.
Entree (on-tray)	Main course
Gumbo	Okra; a rich, thick, creole soup containing okra.
Hors d'oeurve (or-duh-vr)	Side dish or relish served at the beginning of a meal.
Julienne (zhu-lyayn)	Vegetables cut into fine strips or shreds. Named from a famous chef.

Menu Terms (continued)

Jus (zhus)	Juice or gravy. Au jus meat served in its natural juices or gravy.
Kosher (ko'sher)	Jewish term. Meat slaughtered and prepared in accordance with the Jewish requirements.
Kuchen (koo-ckhen)	Cake, not necessarily sweet.
Lyonnaise (lyo-nayze)	Seasoned with onions and parsley, as lyonnaise potatoes.
Minestrone (mee-nays-tro'ne)	Famous Italian thick vegetable soup.
O'Brien	Cubed potatoes cooked in a small amount of fat with chopped onion and pimento.
Petits Four (puh-tee foor)	Small fancy cakes
Puree (pu-ray)	Foods rubbed through a sieve; also a nutritious vegetable soup in which milk or cream is seldom used.
Ramekin (ram'e-kin)	Small, individual baking dish or a pastry shell; also a cheese cake.
Roux (roo)	Browned flour and fat used for thickening sauces, stews, etc.
Scallion	Any onion which has not developed a bulb.
Shallott	Onion having a stronger but more mellow flavor than the common variety.
Torte	Rich cake made from crumbs, eggs, nuts, etc.

COOKERY TERMS

Baking	Cooking by dry heat, usually in an oven. Term used interchangeably with Roasting when applied to meats in uncovered containers.
Basting	Moistening meat or other food while cooking to add flavor and to prevent drying of the surface. Melted fat, meat drippings, water, etc. may be used.
Beating	A brisk regular motion that lifts a mixture over and over and thereby introduces air or makes the mixture smooth.
Whipping	Rapid beating to increase volume by the incorporation of air.
Stirring	Mixing food materials with a circular motion.
Mixing--Blending	To unite 2 or more ingredients.
Fold-in	To combine ingredients very gently with an up and over motion by lifting one up and over the other.
Blanching	To bring ingredients to boiling point, usually vegetables to kill the further growth of enzymes. This procedure is applied to frozen vegetables. To cook in hot deep fat for a short time until clear but not brown.
Boiling	Cooking in water or a liquid, mostly water, in which the bubbles are breaking on the surface and steam is given off.
Simmering	Cooking in liquid in which bubbles form slowly and break just below the surface.
Stewing	Simmering in a small amount of liquid.
Steaming	Cooking in steam with or without pressure.
Scalding	Heating a liquid to a point just below boiling.
Steeping	The process of extracting flavors, colors, or other qualities by adding boiling water and allowing the mixture to stand.

Cookery Terms (Continued)

Searing	Browning surface of meat by the application of intense heat for a short time.
Braising	Cooking slowly in a covered utensil in a small amount of liquid. Meat stock, water, milk, or cream may be used as the liquid.
Broiling	Cooking by direct heat. This may be done by placing the food under or over a clear flame.
Roasting	Cooking uncovered by dry heat. The term is usually applied to meat.
Pot-Roasting	Cooking large cuts of meat by braising.
Frying	Cooking in hot fat. If cooked in a small amount of fat it is called Sauteing or Pan Frying. If cooked in deep fat to cover food is called Deep Fat Frying.
Fricasseeing	Cooking by browning in a small amount of fat, then stewing or steaming. Often applied to poultry or veal cut into pieces.
Parboiling	Partially cooking a food by boiling, the cooking being completed by another method.
Scalloping	Baking food, usually cut into pieces or sliced and covered with a liquid or sauce and crumbs.
Breading	Dipping a food into an egg-milk mixture and then into fine dry crumbs.
Dredge	Coating or sprinkling a food with flour or other fine substance.
Chopping	Cutting food into fairly fine pieces with a knife or other sharp tool.
Creaming	The working of one or more foods until soft and creamy. This term applied to the mixing of fat and sugar.
Cutting in	The combining of a solid fat with dry ingredients by a horizontal motion with knives, use of a pastry blender, or a dough hook.

Cookery Terms (Continued)

Marinating	Placing a food into a marinade for a period of time for the purpose of enhancing flavor or to increase tenderness. Mixture usually contains an oil-acid mixture such as vinegar and oil or french dressing seasoned with herbs and spices.
Cube	To cut into approximately 1/4 - 1/2 inch squares.
Dice	Cutting into cubes.
Chop	To cut into pieces with a knife or chopper.
Mince	Cutting or chopping food into very small pieces; not so fine and regular as grinding, yet finer than those produced by chopping.
Shred	To cut or tear into thin strips or pieces using a knife or shredder attachment.
Scoring	Making shallow lengthwise and crosswise slits on the surface of meat.
Sugar	Refers to granulated unless otherwise specified in recipe.
Toast	To brown surface of a food by application of dry heat.
Truss	To bind or fasten together, usually applying to poultry.

GLOSSARY OF BAKING TERMS

Absorption	The property of flour to absorb and hold liquid.
Acidity	Sourness or tartness in a food product. A condition indicating excess fermentation in yeast doughs. A factor used with soda for leavening cake.
Bleached flour	Flour treated to remove its natural color and make it white.
Self-Rising flour	Contains leavening and salt.
Bran	Skin or outer covering of wheat.
Butterscotch	A flavor produced by the use of butter and brown sugar.
Caramelized Sugar	Dry sugar heated with constant stirring until melted and dark in color, used for flavoring and coloring.
Carbon dioxide	A colorless, tasteless edible gas obtained during fermentation or from a combination of soda and acid.
Creaming	The process of mixing and aerating shortening and another solid, such as sugar or flour.
Creampuffs	Baked puffs of creampuff dough which are hollow; usually filled with whipped cream or cooked custard.
Crescent rolls	Hard-crusted rolls shaped into crescents, often with seeds on top.
Crullers	Long twisted, baking powder doughnuts.
Crusting	Formation of dry crust on surface of doughs due to evaporation of water from surface.
Currant	Berry of a shrub, usually dried.
Danish pastry	A flaky yeast dough having butter or shortening rolled into it.
Dry yeast	A dehydrated (water removed) form of yeast.

Baking Terms (Continued)

Eclair	A long thin shell of same mixture as creampuffs.
Emulsification	The process of blending together fat and water solutions of ingredients to produce a stable mixture which will not separate on standing.
Fat absorption	Fat which is absorbed in food products as they are fried in deep fat.
Fermentation	The chemical changes due to action of living organisms (yeast or bacteria) usually producing a leavening gas.
Finger roll	A bun about 5 inches long and 1 inch wide.
Fluff	A mixture of beaten egg white, air, and crushed fruit.
Foam	Mass of beaten egg and sugar.
Fold	To lap yeast dough over onto itself. With cake batter, to lift and lap the batter onto itself to lightly incorporate ingredients.
Fondant	Creamy smooth confection.
French bread	An unsweetened crusty bread, baked in a narrow strip and containing little or no shortening.
Glaze	Sugar so treated as to resemble ice coating.
Glucose	Corn sugar.
Gluten	The elastic mass that is formed when flour is mixed with water as in breads.
Hot cross buns	Sweet, spicy, fruity buns with cross cut on top which usually is filled with a plain frosting.
Leavening	Raising or lightening by air, steam, or gas (carbon dioxide) usually yeast or baking powder used in batters and doughs.
Marble cake	A cake of two or more colored batters partially mixed.

Baking Terms (Continued)

Melting point	The temperature at which a solid becomes a liquid.
Meringue	A white frothy mass of beaten egg whites and sugar.
Mocha	A flavor combination of chocolate and coffee but predominately that of coffee.
Parkerhouse rolls	Folded buns of fairly rich dough.
Puff paste	A pastry dough interlayered with butter or shortening to attain flakiness.
Quick breads	Bread products baked from a chemically leavened batter (baking powder or soda.)
Rocks	Small rough-surfaced fruited cookies made from a stiff batter.
Scaling	Apportioning batter or dough according to unit of weight.
Sifting	Passing through fine sieve for blending and to remove lumps.
Snaps	Small cookies that run flat during baking and become crisp on cooling.
Solidifying Point	Temperature at which liquid changes to a solids.
Tarts	Small pastries with heavy fruit filling or cream.
Wash	A liquid brushed on the surface of an unbaked or baked product (may be water, milk, starch solution, thin syrup, or egg).
Zwieback	A toast made of bread or plain coffee cake dried in a slow oven.